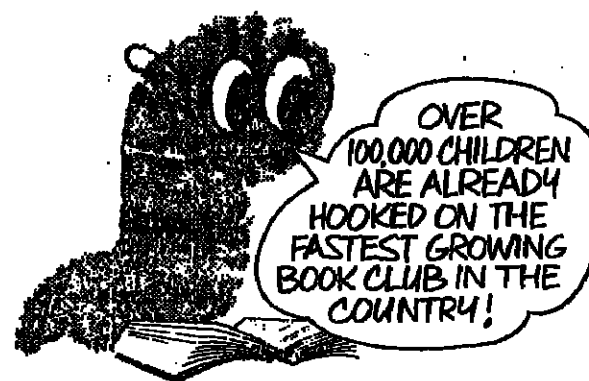




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Tyndale six take disciplinary charges to the High Court

by Mark Jackson

The High Court is to be asked to intervene in the disciplinary proceedings facing six of the William Tyndale teachers criticized in the public inquiry report.

The teachers are asking for an injunction to restrain the ILEA from proceeding with any inquiry based on a complaint from the education officer, Dr Eric Briault, and also to stop the authority from proceeding with a tribunal of which either Mr Michael Howard or Mr R. Edwards is a member.

Mr Terry Ellis, head of the junior school, said this week that he and his five colleagues were issuing a writ in connection with the Inner London Education Authority tribunal which plans to hear charges against them under the staff code. The proceedings are due to open next Wednesday, September 29, and to last several weeks.

All six teachers, Mr Ellis, Mr Brian Haddow, Mr Steve Felton, Mrs Dorothy McColligan, Mrs Jackie McWhirter, and Miss Sheila Green are accused of disciplinary. Mr Ellis and Mr Haddow also face a charge of inefficiency and Mr Ellis is accused of misconduct as well.

The teachers reached their decision on Tuesday after the authority refused to reinstate Mr Michael Howard, chairman of the tribunal. The teachers object to Mr Howard because he is a member of the same chambers as Mr Robin Auld, QC, who presided over the public inquiry. The authority has already

agreed to the demand from Mr Ellis and his colleagues that Mr Edwards, one of the two members nominated from a teachers' advisory panel, should be replaced.

The proposed disciplinary proceedings were publicly attacked on Monday evening by Mr Ellis at a meeting organized by the support campaign for the six teachers at the Conway Hall, Bloomsbury. Mr Ellis claimed that he and his colleagues were being victimized, and that the action against them heralded a wider attack by the ILEA on teachers and on progressive education in general.

Mr Ellis accused Mr Auld of adopting the Black Paper group's stance. "Mr Auld does not like teachers who are union-minded. He says that the union activity in the school contributed to its decline. His one criterion of a good teacher is that he does not go on strike."

A message expressing support for the Tyndale teachers, and saying that they must not allow themselves to be used as a scapegoat for the failure of the ILEA bureaucracy, came from an ILEA member, Mr Ken Livingstone, GLC member for Norwood.

A telegram from about 200 teachers present at the meeting was sent to ILEA, saying that charges against the teachers be dropped. The meeting also resolved to mount pickets outside County Hall on the day the disciplinary tribunal opens.



Mr Terry Ellis (nearest camera) and his five colleagues this week.

New exam to beat 'language crisis'

A completely new style of foreign language examination, based on a graded series of tests for competence in reading, writing, listening and speaking, was called for by a conference last weekend organized by the University of Sussex and the Centre for Information on Language Teaching (CILT).

The meeting was organized to meet the 'crisis' in language learning in the UK where more children than ever are studying foreign languages as a result of secondary reorganization, but, paradoxically, fewer are interested in continuing with them to A level and beyond, giving colleges a struggle to fill their language courses.

The new examination, proposed by Mr Roy Bernard, Chief Educational Officer for West Sussex, said it would be the whole range from below O level to beyond A level.

A level, he said, was unattractive. Some might want to do it, but many would not. It was a pity that in science, where there was a high level of achievement, the study of German made a study of modern schools and universities might not be the appropriate places to learn languages.

Mr Bernard said a pilot scheme should be set up to see if this was feasible. It was a pity that in science, where there was a high level of achievement, the study of German made a study of modern schools and universities might not be the appropriate places to learn languages.

This is not the first time such a graded scheme has been proposed. In the past it has been championed by the Royal Society of Arts and the Ministry of Education.

port for the idea by 100 linguists as diverse as Mr Maynard Wigam, HM Staff Inspector for modern languages, Dr C. G. Hadley, chairman of the Schools Council modern languages committee, Mrs Rita Wright, secretary of the Joint Council of Language Associations, language advisers from several local authorities and teachers from schools and colleges throughout the south-east, is remarkable.

One of the meeting's main concerns was with the decline in languages other than French. Several speakers said primary French was supposed to produce pupils at a second, foreign language but the effect on many had been to put them off languages altogether and reinforce the already predominant position of French.

Others said secondary reorganization was as much, if not more, to blame.

Mr C. Vaughan-Jones, deputy director of CILT, said the paradox of Britain becoming increasingly European while the teaching of European languages declined might not be the appropriate places to learn languages.

There was a great demand for self-instructional courses and guides for commercial language courses for French for the office.

There was a great demand for self-instructional courses and guides for commercial language courses for French for the office.

Managers step down

The chairman and vice-chairman of the William Tyndale teachers' union stepped down from the public inquiry into the school's decline this week.

Mr Brian Tennant and Mr Valerius Entwistle did not themselves forward for re-election in the normal way when the new school year on Tuesday. Mr Adam Roberts, a teacher at the London School of Education, and Mr Stella Burnett, a teacher, were respectively chosen as a new chairman and vice-chairman.

Mr Roberts joined the union in 1975, at a time when a conflict between the teachers' union and the school's management was at its height. Mr Terry Ellis, who was then head, was dismissed. Mr Roberts was then elected as head. He was, however, throughout 1974, criticized over certain aspects of his report, but the chairman, Robin Auld, generally took a favourable view of the part he played.

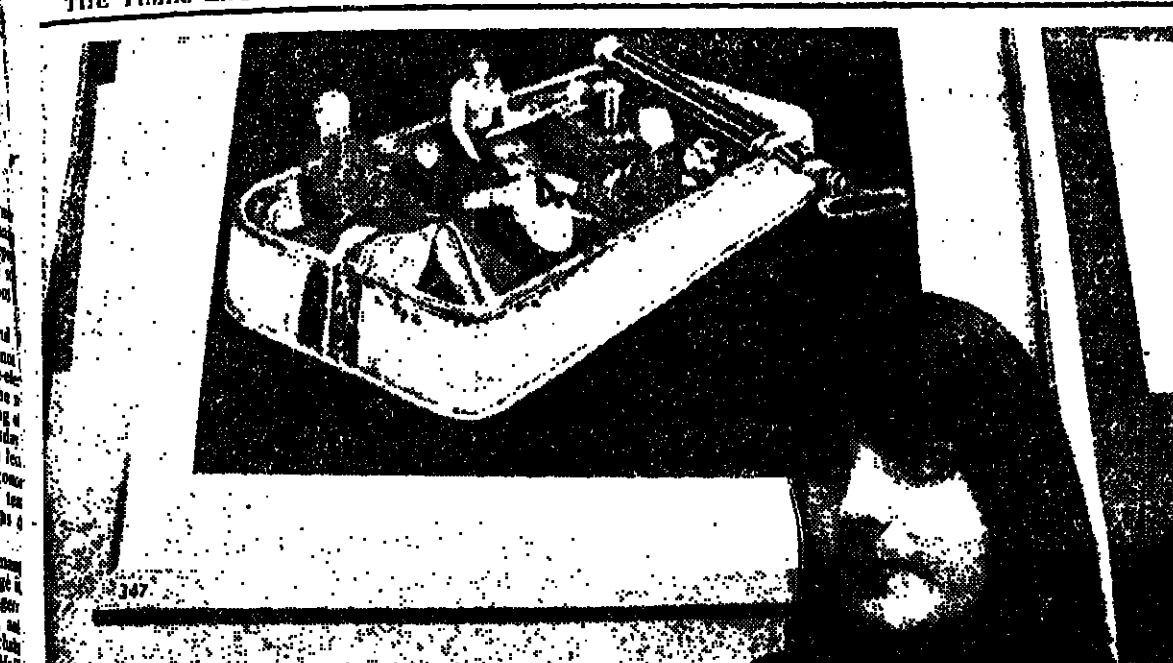
Mr Tennant and Mr Entwistle announced immediately after publication of the report that they would resign. They did not, however, share the main weight of criticisms of the managing head.

The other three managers, Mrs Elizabeth Hoodless, Mr Aethelwold Gittings and Mr M. May, Mr Roberts said, would probably be re-elected. They would probably be re-elected. They would probably be re-elected.

The managers decided to resign. Mrs Shirley Williams, the secretary, expressing their support for the Inner London Education Authority's plans to amalgamate the Tyndale junior and senior schools under the present head, Miss Brenda Garside, deputy leader of the Inner London Education Authority, announced this week.

In what is believed to be a sequence of the William Tyndale affair, Mrs Garside is resigning her chairmanship of the development sub-committee of an advisory commission that involves her with more than 100 sub-committees.

Strengthening links with errors, managers and local authorities, and detailed study of areas of the authority's work, will concentrate on.



Susan Jackson with one of the pictures which helped her to win a training award at the National Exhibition of Children's Art in the Mall Galleries, London.

Curriculum control: 'public are calling teachers' bluff'

by Bob Doe

England and Wales are moving towards more centralized control of the curriculum just as other European countries are beginning to move in the opposite direction.

The former education Minister, Mr Gerry Fowler, and a former senior civil servant at the Department of Education and Science, Sir Toby Weaver, were among those at a meeting of the British Education Administration Society in London last weekend who said it was likely that the Department would be more part in determining what was taught in schools.

Sir Toby, who was Deputy Secretary of the DES when he retired, said that the public have called the bluff of the teaching profession and are demanding the right to say what ought to be the ends of education instead of leaving them to the mystique of the profession. He said that the influence of the ruling party could often be seen in curriculum.

The results were that teachers tended to teach only to the minimum requirements, even though there were some areas where the curriculum could be interpreted more freely. The "core curriculum" idea with optional determined locally was popular but not entirely satisfactory. Because examinations were based on core work, teachers concentrated on them.

German school inspectors (known as Schulrat) spent all their time supervising the system and inspecting teachers, and had no time to act as advisers or spread new ideas. But there were signs that this centralized control was being questioned and even the federal Education Council wanted more school autonomy and participation in decision making by teachers, pupils and parents. This had become increasingly necessary as the West German started to experiment with comprehensive schooling, made by doctors, he said. They were ready to discuss educational objectives.

He favoured the continuation of the school based system, with greater accountability. The present position was that governors were supposed to oversee the curriculum. For this to happen, however, they would need to monitor the school's effectiveness regularly with objective measurements that were neither crude nor narrow. He did not underestimate the difficulty of this, said the DES's Assessment of Performance Unit was crucial.

The degree of autonomy at present enjoyed by educational institutions and the teachers working within them can only be legitimate if more extensive and more objective assessment of performance by professionals outside the institution is accepted.

There was a danger of political indoctrination and bias in any curriculum determined by the Department or politicians, Mr Barnes said. His fear dominated education in Germany. Give pages of the Institute of Social Policy's Sauterlecken and Hans Brügelmann, who works on a curriculum project in Münster, told the conference.

Central control in West Germany meant the curriculum was a political hot potato. It was often the subject of parliamentary debates more than once. Responsibility for education was devolved to the 11 state (Land) parliaments in the Federal Republic. There was virtually no school autonomy in curriculum matters and the head tended to be an administrator.

Committees of politically appointed parents, teachers and academics drew up proposals for legally binding curriculum guidelines. Teaching had to be carried out within these guidelines which lay down such things as the principles of teaching a subject to a specific age group, objectives and content.

All learning materials had to be submitted to the education ministries for approval. Hopes and Brügelmann said the influence of the ruling party could often be seen in curriculum.

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Important Announcement THINKING EXAM

The next session of the examination in General Thinking Skills (GTS) will be held on Friday, 4 March, 1977. A certificate in General Thinking Skills will be awarded to those who pass the examination.

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PURPOSE:

The purpose of the examination is to test practical thinking skills as distinct from the ability to regurgitate academic knowledge. Such skills are especially useful in non-academic professions and occupations. A person applying for a managerial, secretarial or administrative post might wish to be able to obtain a qualification in General Thinking Skills. Employers are already beginning to take an interest in the examination and to say that they will take it into consideration in their recruitment. Interest has also been shown by those professional institutes that have been seeking a more broadly based examination.

EXAMINATION PACKAGE:

To provide more information about the examination a package is now available and contains the following:

- Past examination papers (30 copies—please state level).
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List of typical thinking areas. Book on the examination of Thinking. (The price of the package is £4.70, plus 30p postage and packing.)

LEVELS:

The examination may be taken at three levels: GTS-JUNIOR: Intended for the 10-12 age group with an emphasis on creativity and imagination combined with breadth of perception. GTS-BASIC: Intended for the 15-17 age group with an emphasis on robust practical thinking rather than logical ingenuity or accumulated knowledge. GTS-ADVANCED: For those who feel that their general thinking skills are well above average and who seek a recognition of this. Emphasis on competence and decisiveness rather than discursiveness.

The Examination package mentioned above may be obtained from:

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In addition firms should aim to improve the quality of jobs offered and introduce worker participation in policy-making. This would only be achieved if there was widespread public awareness of the difficulties facing careerless young people. The youth service and certain trade unions should campaign for it.

Young Workers. By D. N. Ashton and D. Field. Hutchinson, £4.95.

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said he was denied access to the authorities were not to be a student grant. The retrograde state of the present time cannot obtain a leaving school."

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A black and white photograph of a wide-brimmed hat, possibly a fedora or a similar style, with a dark crown and a light-colored band featuring a repeating geometric pattern. The hat is tilted and supported by a thin, dark stand. The background is a light, textured surface.

EXCHANGES

100, Edinburgh EH10 4HD
 for Education, Rathgael,
 Or, Dalm.

Department
for Northern Ireland

This vigorous renewal of activity by Conservative students comes from their confident belief that the words of their chairman, Mike Forsyth: "There is a definite move to Conservative ideals in student population."

During the past three years Federation has increasingly criticized the "broad Left" domination of the NUS executive. The GFS already has 25 members, but are NUS subnational officers. It will coordinate the campaign student unions to ensure that m

Job creation

Mr. Wilshire told a meeting of Herefordshire teachers that while he welcomed the Government's creation scheme it was not enough to tackle the problem of unemployed leavers. It was "merely palliative".

The Government should set crash programmes of schemes

not enough

Mr. Wilshire said he was disturbed that local authorities were cutting back on student grants. "This is a most retrograde step," he said. "It is particularly so because the present time when so many cannot obtain employment on leaving school."

Where bumps are ironed out

Tim Albert at a skillcentre

The trendy graphics on the sign outside make a strong contrast with the Victorian grime of the rest of the industrial estate. "Skillcentre", it says. Then, underneath, in smaller, tighter letters: "Training Services Agency".

In spite of its location, Manchester's Trafford Park Skillcentre (that's one word, as part of the trendy image, along with the trendy graphics) is one of the most modern in the country. Completed in May, 1975, it cost £1m to build and equip, and is one of 58 government-run centres throughout the country which offer second-chance training in subjects from green keeping to deep sea diving.

At first it looks like all the factories on the estate. There is a gatehouse with timekeepers inside and a striped barrier outside, an E-shaped brick administration block (with office, medical suite, canteen and classrooms) and a large breeze-block building containing a number of small but busy workshops.

But then you see one or two incongruities, like a blackboard in every workshop and, outside, carefully laid lines of pavement which lead nowhere.

The manager here is Mr Wally Lunness, a cheerful Goidale, ex-machine shop man, a trainer for 14 years—but still full of enthusiasm. "If you come out of school when industry is doing well then you can get an apprenticeship as long as you can wait."

"But if you come out when industry's doing badly then you'll need a couple of O levels. It's these sort of differences that we want to iron out."

Ian Curpley, for example, had left school at 15 and had held a variety of labouring jobs for eight years when he decided it was time to better himself. He was in the middle of a course in what the official literature calls "career guidance and training"—and what he calls "flogging".

"It's flogging," he says. "It's flogging. And it's better than being a labourer all your life."

Brian Morris, on the other hand, had been an apprentice some 20 years ago, but had broken it off because he was fed up with bawling tea and going off for left-handed screwdrivers. He drove lorries instead, but a few months ago when he was made redundant he signed on for the heavy goods vehicle maintenance course. "I realized it was my last chance to get a trade under my belt."

There are 215 trainees doing one of 16 courses at the centre—five in engineering, three in construction, three in automotive trades, two in electrical, one in typewriter maintenance, one in sewing machine maintenance, and one in a largely experimental "occupational selection" course for young people.

The courses vary in length from 13 weeks (occupational selection) to 52 weeks (typewriting). The ratio of trainees to trainers is about one to 12, and most courses have staggered starts.

The trainees—all of whom at the time of my visit happened to be men—were aged from about 25 to 40, and have usually been made redundant (an exception was Peter Price, until recently director of the family business running 100 bakeries, and now, at 52, doing a car maintenance course and hoping to set up a workshop restoring vintage cars).

Each is paid the appropriate unemployment benefit while on the course. Midday meals are provided, travel over two miles is free and, in a few cases, lodgings are paid for. Working hours are from eight until a quarter to five—or half-past three on Fridays.

Trainees apply through their local Jobcentres. They have to take an aptitude test, then go to the centre for interview by a panel consisting of a representative of the Training Services Agency, a chief instructor, and representatives from a trade union, and employers.

At least five years' experience in their appropriate trades, and in-service training courses on how to train

other people. Mr Lunness says they do not want people who want a quiet life. "We want people who feel they have been given something by their trade, and now want to pass it on."

Mr John Parkinson, for example, is an instructor on the car repair and maintenance course. He had been a transport engineer for a firm of contractors, looking after a fleet of 200 vehicles. "I had been made redundant once. The industry was still in a pretty desperate plight, and I had already done some lecturing. So I decided to do this."

"The main thing wrong is that there doesn't seem to be enough hours in the day..."

Other staff in the skillcentre include a deputy manager and three chief instructors, 12 labourers and support staff, 30 caution workers, eight in the accounts and general offices, a nurse and a placement officer.

As for results, Mr Lunness says that more than three quarters of the trainees have found work at the end of their training courses. "Some of them now come back and tell their old instructors how they are getting on. And firms are beginning to ring us up and ask us for 'another like the last one'."

"I think we are reasonably successful though I would like to see a greater number of machine trades—and 100 per cent placing. We do have our problems, though. Some of the unions give us their wholehearted support, but some are rather lukewarm. There is a shortage of instructors. And the calibre of the trainees sometimes varies..."

"I don't mean the ability to absorb knowledge but their ability to stay the course. I want people who come here five days a week and you get people who don't. They seem to catch it off each other like the plague."

"But with training, I always say, you get out of it what you're prepared to put into it."



Nurses with degrees

E. Jane Cooper on the academic side

The idea of combining an academic education with nursing training is still novel in the United Kingdom, but it is spreading to several nursing schools which universities and polytechnics the concept is growing in popularity. Last year Cardiff University organized a conference for students on degree nursing courses to meet and discuss the advantages, variations and try to identify the less favourable aspects of their respective training programmes.

The variations in the course content and structure are very considerable, but nevertheless some generalization can be made. The schemes broadly fall into two groups: a combined degree and nursing training scheme in which the two halves are fairly distinct; and one in which academic work is interwoven throughout an extended nursing training.

The students on the combined courses attend their universities as normal undergraduates and read a variety of subjects, from philosophy to biological sciences. Most of them appear to be following honours degree courses with all the rigour of the academic discipline and plenty of time to become involved in the extra-curricular activities that are an essential part of university education.

Obviously at the end of the three years the academic performance is judged by the class of the degree, a point that may be important for those students who wish to continue with their academic interests or compete for posts outside nursing. The student nurse, who is a full-time undergraduate, only has a brief encounter with nursing practice during the summer vacation, with 18 months intensive professional nursing training after graduating to prepare for state registration.

In the second scheme the student follows a four to five-year course which ends with the awarding of a pass degree, state registered nurse and generally also certification in district nursing and health visiting. These courses combine the study of social and biological sciences, nursing and community care, with practical work throughout the course.

usually two to three days being spent in the community hospital.

At the conference, it was purely to the opinion of the few undergraduates who did not participate in the degree courses were taught at table, and little time was read around a subject.

With the diversity of the broad categories, and the differences in the individual programmes offered by the hospitals, no wonder it finds it all confusing. It is not clear whether the best advice to give the prospective student is to choose the College of Nursing or the university that it is all about.

It is probable that the three graduate nurses will value the nursing system will have trained to cope with the order processes that are inherent in academic discipline, and a qualifying with limited experience of nursing of the other system is more likely to be met with a student with an interest in the science of nursing, less inclination towards how to marshal abstract form reasoned argument.

As yet the scheme is too new to evaluate the outcome. The first graduates are only just starting their SN training. Some simple inquiry showed that 50 students at the conference were on the integrated course. They would be registered nursing service after graduation, undertake voluntary nursing work, then their SN training. The SN training is in the sick, but shows that they are equipped with the health care. The combined course appeared to have wider appeal from the supervisory staff in an intensive care unit in the hospital.

Skills put into idle hands

Chris Hayes, deputy head of TSA, on helping the unemployed

Provisional unemployment figures for mid-August, 1976 show more than 203,000 school leavers out of work. No doubt many of them will find jobs during September and October, but, comparing like months, each of the past few years has shown an increase of unemployed school leavers.

The first reaction of many people faced by unemployment is to stay on at school. Others seek to continue full-time further education colleges.

How far have schools adapted to this new kind of sixth-former who wants help in improving his chances of a job? How do they bring him or her closer to the realities of life in the community?

That matter, how much of this happens below the age of 16? But not only educators have to rethink their approach and modify their practice. A battery of short-term and medium-term measures are being deployed in the United Kingdom, many of them instigated and administered by the Manpower Services Commission.

Although JCP and WEP are short-term measures, they must not and may overlap with one of the initiatives which has followed the publication of Vocational Preparation for Young People by the TSA and the subsequent Government statement on "Unified Vocational Preparation". It is a joint DfES/TSA programme.

One batch of special measures has largely economic aims—making good the shortfall in employee recruitment of long-term trainees: technicians, craftsmen, computer

operators and the like. The training boards and organizations in the non-ITB sector have made extensive and successful efforts to find employers or to organize training award schemes in order to secure training places. This year they are expected to fill 30,000 to 35,000 such places.

Fundamentally however, these activities are but an extension of their normal service to their industries. In much the same way the expansion of TOPS (the TSA's training opportunities scheme) to provide training for a limited number (about 10,000 this year) of young people represents a valuable addition to their normal services for adults.

Two other short-term measures of the MSC are of an altogether different character. They are the Job Creation Programme (JCP) and the Work Experience Programme (WEP) which is in start of the end of September.

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One batch of special measures has largely economic aims—making good the shortfall in employee recruitment of long-term trainees: technicians, craftsmen, computer

lovers who would normally get a little or no training and further education in their jobs. The schemes are unified in that education and training are conceived as a single and not as two complementary learning processes. The other long-term initiative seeks to secure a broadly based scheme of training and further education for young people who enter employment in which training is long and expensive and which leads to the acquisition of vital transferable skills.

A consultative document "Training for Vital Skills" proposes the sharing of certain costs by government and industry through a system of collective funding.

What of the future? Young people are evidently going to experience difficulties in finding employment for some time.

Whether employed or unemployed they will need to be flexible and adaptable and their initial training should be organized accordingly. We are only at the beginning of our understanding the implications for the organization, content and costs of such schemes, but one fact emerges clearly: the neat distinctions between economic and social purposes, as well as between training and education will have to go and, with them, many of the habits and attitudes of those engaged in industry and in education.

Snags in the 1964 Act

An edited extract from a new book by Peter Perry, director of BACIE

It is a tribute to the way in which the training boards launched their activities that, on the whole, industry accepted the new arrangements and cooperated with varying degrees of willingness. Only two boards, faced opposition on the scale of a revolt. Both incidents were brought about by totally different causes.

The Agricultural, Horticultural and Forestry Industry Training Board was particularly unfortunate in the timing of the introduction of its levy-grant scheme.

It was exceptionally bad luck that the first levy, for 1967-68, coincided with the outbreak of a disastrous foot-and-mouth epidemic. This stopped the country's meat supply and the board had planned with farmers. A widespread levy strike ensued.

The press, which had so far barely commented upon the relatively smooth progress of the ITBs, found this conflict eminently newsworthy. On November 10, 1976, the Western Mail, Cardiff, under the banner headline "£175 million year just going down the drain?" reported that "the Agricultural Training Board is going through a painful process of litigation."

using about 40,000 farmers for back-levies. It admitted quite recently that it was at war with its industry.

Mr R. H. F. Jeffes, a farmer, from Minchinghampton, made the headlines by refusing to pay the levy of £16 3s 6d, and having his typewriter impounded by bailiffs. The reason for his refusal, he told the Stroud News and Journal of August 26, 1970, was that he had sent one of his workers on a college course, financed by the training levy. No sooner had the man returned "with various qualifications, than he left farming to go off to become a laboratory technician, where he could earn more money."

In the face of such widespread resistance the Government availed itself of the freedom of action permitted by the Act. In October the decision was taken to finance the board through the annual farm price review under Section 104 of the Agriculture Act, 1970. This device saved the conscience of the Secretary of State for Employment, who desired that the industry itself must be the source of funds for industrial training, while removing the irritations and needless expense of the levy system.

The second major failure was due to a misconception concerning the financial complications which could arise in the case of a levy-grant scheme. The construction industry is complex, with a few very large firms, and an enormous number of small businesses which appear and disappear with great rapidity. Moreover, it has a highly mobile labour force, some of which changes in regard itself as self-employed.

The Construction ITB, established in 1964, agreed with the General Training Council's view on the introduction of a levy-grant scheme. The board, embarked on a levy-grant policy in the full knowledge that the proceeds of the first levy are not intended to cover the whole cost of the Training Grants Scheme for 1965-66. As a reason for this some-what flimsy undertaking the board stated that it was "anxious not to collect funds from industry until required."

The report for 1967 showed a surplus of £1,293,360, and the board announced that in view of the economic situation, demand for the payment of the second instalment of the current levy on the wages bill

of firms with a payroll in excess of £100,000 a year would be postponed until the end of March, 1977.

The first storm signals were, however, beginning to appear. The same report revealed that of the levy of £13.7m payable for 1966-67, only £5,197,000 had been collected by March 31.

At this stage, two diametrically opposed developments combined to bring about a crisis which the board found itself unable to control: the heavy training development programme which the board had initiated had to be paid for. At the same time, "Jack" had become solid on the benefits of claiming his "whack". He was exploiting to the full the advantages of an open-ended grant system which took no account of the funds available to meet the demand.

The board's report for 1968 shows that 11.5 per cent of establishments claimed in grants up to 1968 the levy paid, 4.8 per cent claimed between twice and three times as much, and 2.7 per cent claimed three or more times as much. The levy payments of more than £100,000 a year revealed a shortfall of £8,915,000. A year later it had risen to £12,047,000.

The board now applied for permission to increase its borrowing power from £5m to £10m.

Costs were cut, but the economies introduced by the system of levy assessment was also changed to a per capita sum based upon type of occupation.

So effective were these measures that the 1972 report showed an operating surplus of £8,725,000, against a 1971 deficit of £5,307,000. In February 1973, more than three years ahead of schedule, the board was able to announce that, having repaid a bank overdraft of £8m in 1972, it had now also completed repaying the £5m owing to the Government.

The noteworthy point about these initial failures is that both boards overcame what appeared to be fatal difficulties by means of the flexible provisions built into the Act. And they survived to give increasingly valuable services to their industries.

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Away from the shackles of tradition

L. O. Rabbits on a radical change for ICL's computer engineers

The computer industry is barely 35 years old and it is developing at a breathtaking rate. In the early days of the industry, the training of computer engineers was largely based on the traditional methods of the time.

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slicing of audio-cassettes and documentation, so that some training could be undertaken at a time and place convenient to the student and the supervisor in the field.

We also set up a studio where one man and whatever was available could produce video-recordings for self-study in the field.

The effect of these changes has been to separate extended periods of continuous training into frequent six-week modules, with practical work increasing from 10 to 40 per cent. This is important in training for what is essentially a practical job. About 70 per cent of all training is by monitored self-study with the apparent decrease in effectiveness. This is particularly important for overseas students.

To achieve this a thorough overhaul of the company has been necessary. It has now been reorganised into five sectors.

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ment for practical training with all supporting services, maintenance, operating procedures. The training service has the responsibility for the development of these elements.

They have staff to look after the design and control of the training of training, operating early courses which are now being run by staff from the training sector. The training sector is fully developed and includes the administration and monitoring of the self-study stages.

True, staff may learn to use computer-aided design, a multi-level group, and a practical training video. The latter is a colour cassette video which becomes a commonplace thing in the training times.

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United States
Bussing remains key issue
as new year opens

from Michael Binyon

Schools have started the new year in America, and in several major cities fleets of yellow buses are for the first time daily transporting black and white pupils back and forth to ensure a better racial balance in schools. On the whole, and with the inevitable exception of Boston, there has been remarkably little violence, in spite of dire warnings all summer of possible trouble. It seems that Americans are learning to live with bussing.

But the unexpected calm start may not last. Last year's problems of the schools are still there, and could again cause another year of turbulence: a financial squeeze, widespread sackings of teachers, violence and vandalism in classrooms and a rash of teachers' strikes.

Costs, too, are rising fast, although pupil numbers—at 50m—are the same. The total estimated costs are \$130,300m—9 per cent more than last year. Educational expenditure is thus racing ahead of the national inflation rate, now 6.2 per cent a year.

All this comes at a time when public disenchantment with what they perceive as the schools' failure to teach basic skills is higher than ever before.

Bussing is still the biggest immediate worry, however. Despite its general unpopularity, it is more and more widespread, often as a result of court orders. The Flashpoint this autumn is Louisville, a large town in Kentucky, where police had to use tear gas to break up anti-bussing demonstrations the day before the schools opened.

In most of the cities affected there has been a noticeable flight of whites to the suburbs or into private schools. In Louisville total student numbers have declined 18,000 in the past two years, the loss being nearly all white. In history, whites will be in a minority this year, comprising 47 per cent of the pupils. About 24,000 pupils are being bused in Boston, which has experienced serious violence for the past two years.

Dallas is a classic case of what the fear of bussing does to enrolment. Since integration schemes were first discussed in 1968, white enrolment has gone down 38 per cent. Blacks have gone up 30 per cent. Dallas has been fighting court orders for 20 years, but has now started to bus 17,000 pupils at junior level.

Probably the most striking example of white flight is here in Washington. In the summer of 1968, the year before the Supreme Court outlawed segregated public education, the proportion of black pupils in Washington's schools

was 56.8 per cent; it is now 97 per cent. After bussing, the greatest underlying worry is money. Big cities all over America are in financial trouble, and it is usually the schools which bear the brunt. Chicago is starting the new term with a \$150m deficit in its school budget; in new funds are available and 20 schools will have to close for financial reasons.

The near bankrupt city of New York has suffered probably more than any other. In the past two years the teaching staff has shrunk from 60,000 to 47,000, and the Board of Education says it will have to sack another 3,500 staff if a \$115m budget cut is allowed to stand.

The financial crisis in Detroit has forced the authorities to cut back classes for six-year-olds to half a day, eliminate one day a week of classes for middle schools, and limit high school classes to four hours a day.

Some 500 full-time teachers in Detroit are being taken off regular teaching and placed in a pool that can be drawn from on a day-to-day basis. All interschool sport would have been eliminated had a private bank not given some money to restore some of the programme.

In Washington schools are facing a budget cut of \$12.8m, which has led to a freeze on non-teaching personnel, the probable closure of 15 school buildings and a possible enforced furlough of up to three weeks when the schools will be closed and the teachers unpaid.

Much of the trouble is that the public has lost interest in education, and refuses to sanction school tax bonds. All over the country voters are turning down proposals to raise millions of dollars for schools: in California's local elections in June, for example, 72 per cent of all school tax bond proposals were rejected.

This anti-school feeling has seriously alarmed teachers and authorities. A spokesman for teachers in Connecticut said: "There is a lot of discontent. People don't want to put their heart and soul behind education as they did a few years ago. Schools are no longer close to voters' and politicians' hearts."

Part of their unpopularity may be due to numerous teachers' strikes, which last year there were a record number—almost always over pay—and this year's total may surpass that. At present teachers are on strike in eight states, affecting 12,000 teachers and 250,000 pupils. The only disincentive to strike is the constantly rising total of 160,000 teachers now unemployed.

Last week The New York Times said: "A long-term retreat from public education would be a threat to American democracy and therefore a national tragedy. No experiment in political or pedagogical realisation could justify such a retreat."

France
Under 5s get
further
big boost

from Mark Webster

Top priority in the new school year which started last week is a pre-school education for all three- and four-year-olds, said M. René Haby, Minister of Education, at a national press conference in Paris.

Another 36,000 children, he said, will be taken into the new system, bringing the total to 1.2m. The percentage of two to four-year-olds receiving pre-school education is 77.5 per cent, up from 76.2 per cent last year.

To cope with the increase, new teachers are being recruited—a marked contrast to schools where there is a fewer posts. The cut in the number of children in the 18 to 19 group.

Rural areas are another problem. Travel grants are to be increased and the ministry is expected to share the time between the schools.

Rural children's grants have been increased, and the ministry is expected to share the time between the schools. Rural children's grants have been increased, and the ministry is expected to share the time between the schools.

In secondary schools the reforms started by M. Haby in 1969 are being continued. The 1970-71 school year will see the introduction of a new curriculum for the 10 to 11 age group.

Following the reforms, more children are going to the new subjects this year. Fewer have opted for the arts, but the increased popularity of physical subjects, with 7 per cent of pupils taking physical education, and 2 per cent for classical subjects.

No mention was made of the average number of pupils per class, down 25, although he did say an average of 25 per class had been reached in primary education.

In secondary education, 1,830 teaching jobs have been created, bringing the total number of teachers this year to 854,111. The 1970-71 school year will see the introduction of a new curriculum for the 10 to 11 age group.

From next year, the new curriculum will be introduced. The 1970-71 school year will see the introduction of a new curriculum for the 10 to 11 age group.

Meanwhile, the teachers' union, the SNES, has announced plans for a strike in 1977. The SNES is the largest teachers' union in France, with 11,181 members.

The Socialist Party has also announced its latest plan for education. With an eye on the local elections next year, it proposes cutting the average numbers in classes to 25.

According to the union, there will be 10,000 auxiliary teachers in 1977. The union also says that teachers who have no formal contract have no permanent contracts and have been sacked at any time. The union is pressing for a change in this system for many years.

Spain
Enrolment figures
rise all round

Some 5,261,771 pupils studied basic education in 1974-75, compared to 4,945,270 in 1973-74, according to the previous year, according to the Ministry of Education. The number of pupils in 1974-75 was 790,000 more than in 1973-74. The number of pupils in 1974-75 was 790,000 more than in 1973-74.

West Germany
Training row
continues as
election nears

by David Dungworth

As the election campaign moves into its final stages before the national polls on October 3, 1976, the row over the economic issues have deprived education of a good deal of the prominence it enjoyed in the campaigns of 1969 and 1972.

The most serious educational problem facing the new government will be the large number of children born in the high birthrate years of the late fifties and early sixties who will be completing their secondary schooling during the next five years. Its main task will be to ensure sufficient vocational training places for pupils who leave secondary modern and intermediate schools at the age of 15 or 16 and higher education opportunities for those leaving grammar schools at 18 or 19.

Only the Social Democrats among the three major political parties have made the organization of vocational training its first educational priority, and its long-standing opposition to this issue has been intensified by the approach of the election.

The government's plans to finance its proposed reforms by a levy on the wage and salary bill of 10 per cent have been repeatedly blocked by the Opposition majority in the Upper House of the Federal Parliament (Bundestag) since June 4 and July 16.

This deadlock has been resolved for the time being by the 10 per cent levy being introduced as a temporary measure. A similar levy on the wage bill of 10 per cent is expected to be introduced in 1977.

The government's plan to introduce a new curriculum for the 10 to 11 age group is also being delayed. The government's plan to introduce a new curriculum for the 10 to 11 age group is also being delayed.

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Michael Binyon, North America correspondent,
reports on the OECD analysis of Canadian education
Much praise, but criticism
of 'central vacuum'

WASHINGTON

The long-awaited report by the Organization for Economic Cooperation and Development (OECD) on education in Canada has now been officially published, and copies are being distributed to all leading educational bodies in the country.

On the whole, the report is generous in its praise. The five external examiners commend the "spirit of genuine search for understanding in the field of policy for education" and note the massive commitment of the federal government to the development of education in Canada.

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science research, social and foreign policy and so on.

The report adds that there is no sign yet of a "coherent federal policy for education" emerging, nor much evidence of success in ironing out inconsistencies and even "outright contradictions" among various parts of the total federal effort in education. (Since the report's publication, Mr. Pierre Trudeau, the Prime Minister, has approached the provinces and asked them to suggest a forum to discuss education jointly.)

The examiners emphasize that Canada is the second largest country in the world, and therefore prefers to have a decentralized system. There is no real Canadian identity, and education policy may be one of the least "politicized" in the world.

Reforms in education are almost totally pragmatic, or so generally conceived and relying so heavily on United States, British and French models more or less adapted to Canadian conditions, that the opportunity for party political conflict is, for all practical purposes, excluded.

Educational development can be traced by statistics the report says. Until the late 1940s Canada was one of the less developed (educationally) of the great democracies. Today, of the 22m Canadians, almost 10 per cent—6,500,000—are enrolled in some formal educational activity.

International comparisons show Canada among the leaders in the development of post-secondary opportunities. In 1969 the enrolment in the 20-24 year age group was: Canada, 25.5 per cent; France, 15.9; Japan, 15.8; England and Wales, 9.8; U.S.A., 4.8; U.S.S.R., 26.5 and West Germany, 12.1.

The past 16 years have witnessed an eightfold increase in funds spent on Canadian educational institutions, according to the report. In terms of gross national product Canada comes top, the international league in 1969 Canada spent 8.3 per cent of its GNP on education, France 4.5, Japan 4.0, United Kingdom 5.6, U.S.A. 6.3, U.S.S.R. 7.3 and West Germany 3.6.

Some of the greatest results have been achieved in Quebec, where an entire educational system has moved from a closed, fragmented and elitist structure to a unified and open one, from an archaic narrowly-centred classical curriculum to a modern and comprehensive one, from a church-dominated, restrictive philosophy to a humanistic and permissive one. This move has been accompanied but also triggered by

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Government buildings, Ottawa: the federal authorities should have much more say in overall educational policies, according to the OECD.

movement of the whole society which in the process has profoundly changed."

The most impressive aspect of educational organization in Canada, the examiners think, is the high participation rate in the system which is common to all the provinces. The completion of 12 years schooling is a normal expectation and the opportunity for education after this level is widely used.

However, the examiners do identify a number of problems they say are of major importance. One is the underprivileged groups. As schools are now organized, they do not provide them with equal opportunities.

Another question still unresolved was the relationship between schools and the community. How much should schools lead in, for example, adult education? How much should local communities be involved in decisions, especially in cases of school boards wanting one thing and provincial authorities another?

The most critical question, in the examiners' opinion, is the definition of goals. A "pragmatic approach" may have worked well up till now. "Yet in the longer run, it will certainly be necessary to direct the course of change in the direction of a co-operative movement with the provinces. There are signs that the impetus of reform is slackening, even in Canada. The sooner a workable path toward stating definite goals is found, the sooner acceptable criteria for making reform decisions will be discovered."

The climate has now changed, the report says. The reformers who sailed gaily ahead of the wind (and who spent money freely) for the past 20 years, now find that the wind is blowing directly in their faces. Everywhere there is talk of economies: care must be taken not to anger the tax-payers, and new public tasks were taking precedence over education.

This major OECD report has provoked intense discussion in Canada since it was first leaked earlier this year. But there has been little official reaction, yet, apart from a few observations by the examiners' patience and hard work. Political sensitivity so surrounds responsibility for education that it may be many years before the main proposals are adopted—if they ever are.

The examiners are strongly critical of provision for minority groups of pupils, especially the handicapped, Canadian Indians, Inuit and cultural minorities, the gifted, and though not a minority—females.

On the sensitive issue of bilingualism, the examiners outline the vigorous encouragement of French in recent years, but add "standing large sums of money to improve the teaching of each other's languages as a second language may have to be subordinated to giving help to a grand enough scale to maintain the French language as a living language in all the regions within each province where the French-speaking community is strong enough."

In a section of postsecondary education, the report notes with concern that the provinces have firm control over their universities and colleges—indeed probably too much control, especially in Alberta and Quebec. Talk in the provinces of "duplication of programmes" in education, and the "need for rationalization" is not convincing to the examiners.

"If universities are not permitted to commit their own errors, even to a somewhat greater extent than the same persons to whom the report is addressed, they will not exist."

But among universities themselves there is no little cooperation. They have not so far succeeded "in defining unambiguously their joint and common role in society, and making clear and persuasive their case for a particular degree of institutional autonomy and an unchallengeable claim on society's resources."

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Sport

Welsh and Irish share titles

by Stanley Levenson

Elinore Lightbody, of Olchfa Comprehensive School, Swansea, has become the first Welsh school tennis player of either sex to win the international final of the Nestlé schools tennis tournament. It is also the first time a Welsh representative has got as far as a final, improving on her semi-final placing in 1975. Hugh Timney, of Conzel College, Dublin, won the boys' final. All the matches were played at Queen's Club, London.

In the girls' section Miss Lightbody beat Jan Hyndman (Eastwood High School, Glasgow) 6-3, 6-4 in the semi-final. In the final she beat Ruth Hutton (Rushcliffe Comprehensive School, West Bridgford, Nottingham) by the same score. Miss Hutton's semi-final victim was Louise Tuff of Bloomfield College, Belfast, whom she beat 6-4, 6-4. A day earlier Miss Hutton had

been involved in a long match to decide the English girl champion. She beat Kate Brashor of St Paul's School, London, 2-6, 7-5, 6-1. Miss Brashor, 14, had looked a likely winner in the earlier rounds and held her own in the first two sets of the final.

But in windy conditions the much taller, and three years older, Miss Hutton had all the advantages.

Nell Blinow (Northampton School) continued the family tradition by winning the English section of the Nestlé championship with a 7-6, 6-3 success against Stephen Collar, of Ilford County High School, Essex. In 1972, his brother Paul won both the English and international titles. And there is a third, younger Blinow, who, like the other two, is a Northamptonshire senior county player.

Blinow reached the international final beating Richard Routledge (Stanwell Comprehensive School, Parnth) 4-6, 6-4, 1-0 retired. But he failed to equal his brother's double when he went down 6-4, 2-6, 6-4 to the Irish boy Timney. In his semi-final Timney beat Keith Walker, also of Glasgow's Eastwood School, 6-3, 5-7, 6-2.

The format of this huge Nestlé competition, involving 37,000 boys and girls, is a series of ladders in each of the 1,500 schools. The winners then move into local, county, regional and national finals in England, Scotland, Wales and Wales, whose champions clash in the international final.

Past Nestlé winners who have subsequently made their names at a higher level include Sue Barker, Michele Tyler, Jonathan Smith and Bill Gowans.

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22

'...the sun was above Masite'

Rachel Blake looks at the life and poetry of Lesotho

Lithoko—Sotho Poems. Edited and translated by M. Damane and P. D. Sanders. Oxford University Press. £6.50. 19 815143 8.

Many people cannot identify Lesotho, and when they find it on the map (it is half the size of Wales and enclosed by the Republic of South Africa) they ask what can justify its independence, since structurally it is part of the South African plateau whose highest levels occur within its boundaries. But in 1868 Moshoeshoe I, the chief who first united the Basotho nation, hurried by the tribes driven into his mountain enclave by the wars of the Zulu chief Shaka, and finding the Cape government's support inadequate, applied to Queen Victoria for protection, asking her (so the story goes) "to look after me and the like in my blanket". Via the route of the British Crown Colony, Lesotho became independent in 1966.

Though distinctive in character, with its spectacular rock formations and softly pleated hills, its horsemen in blankets and conical grass hats, Lesotho's identity is more hidden than that of most African countries. Its poverty and the erosion of the land, caused by the violent summer rains and exacerbated by over-grazing, have made it the target for successive waves of aid, beginning with the French missionaries in 1833. These have attempted to guide its education, agriculture and crafts, sometimes compromising the natural character. There is innate skill in pottery-making and crafts, but doubtless the poverty of materials—shortage of wood and a steady decline in wild life over the past hundred years—has inhibited that richer expression through craft found in most African countries, which tends to assert identity.

Sotho written records of historical events are almost non-existent. There is one tiny museum of cultural and geological exhibits. The Bushmen rock paintings provide an accurate record of their activities and of the wild life of the country over several hundred years, but the essential character and ways of thought of the Mosotho himself remain elusive to most of the Europeans who settle for a few years' service in his land and then depart. An opportunity to enter his world has come with *Lithoko—Sotho Poems*, by Mosele Damane and Peter Sanders, the first collection of these poems to be translated and interpreted to English-speaking readers.

Praise poems celebrate the qualities of a chief. Sometimes they are composed and declaimed by the chief himself, sometimes by a praise poet or *seoroti*, usually a man with little formal education. Praise poems have declined, together with traditional life as a whole, though nationalism has revived some interest in them and occasionally they have been updated. (*Lithoko* have been composed about cars, trains and bicycles.) The excellent introduction gives the historical and social background to the poems and an analysis of their literary qualities, and the footnotes elucidate the complicated facts behind them and



metaphors deeply rooted in Sotho lore and life.

The poems are never entirely literal, though they refer to real events. They celebrate 18 chiefs—the first Peete, the grandfather of Moshoeshoe I, the last the present king, Moshoeshoe II—and refer to early battles with outside tribes, the defence of the Basotho under Moshoeshoe I on the mountain fortress of Thaba Bosiu, the so-called Gun War of 1880-81 when the Cape government attempted to disarm the Basotho, skirmishes with the Bushmen, raids on Afrikaner farms in the Free State, the first World War, and more recent episodes such as the journey of Chief Sesotho to Maseru, the capital, by flying-machine in 1939 to take up the Paramountcy.

The power and violence of the phenomena of their environment and their flora and fauna provide natural metaphors for the characters and events which the poets depict.

They revive the richer wild life of 50 or more years ago, emphasizing the chief's qualities with an abundance of comparisons. He can be in turn a streak of lightning, a water serpent, a leopard, a lion, a crocodile and, in his generosity, a cow with striding udders (grazing then on less eroded pastures); and as hard as the wood of the wild olive tree. The leopard and the lion are now extinct, and the crocodile, the tribal symbol of Moshoeshoe's house, was probably never found within the present boundaries of Lesotho, but it exerts a powerful fascination: there was a belief that it could draw people into its pool by fixing them with a hypnotic stare. The wild olive has virtually vanished, after an acute shortage of fuel in a particularly hard winter.

The poets invest the chiefs with the familiar beauty of these admired animals, the spotted or streaked markings of cattle, leopards, snakes or guinea-fowl. Observed

subtleties of their landscape sometimes into the narrative:

When the shadows were covering
And the sun was above Masite
Then it was that his mother was
The violence of mountain winters
swollen rivers express the anger of
chief, but that of Griffith (the English)
also a more cosmic might:

Binder, become angry, let the storm
Let the wind appear everywhere on
Let it blow down the Phoshoana,
Let the frost come down to the
be big.

Let the storm rain down, let the
Let the trees be uprooted from the
Let the frogs be trapped by the
rushing of
The poems mirror faithfully reality
with the European. His irascibility
trast with African patience, is
located. Thus Sprigg, the Cape Pr
ster, who initiated the Gun War:
A white man left home and was
Thumping and beating on his chest
One day he took off his hat,
He stamped on it with his boots,
Indeed with his feet he trampled
"Bring the guns here, you know
The shifting relationships with
sions emerge. Reversion to traditional
often followed Christian conversion,
post mocks us towards those who
the "Teacher" rather than the
Markedly ambivalent about the
Basotho are now predominantly
and some of the later poems use
concepts and language. Lerotholi
sent to France to command a Basotho
in the First World War, is "a sweet
a sweet-smelling savour".

Sesotho is a highly musical langu
terative and monotonous, with
for puns and humorous nicknames
many clues to the character of the
Jonathan was called Sesotho, "a
down-hanging horns"—suggesting his
bow legs. The name Moshoeshoe—
him—means "the Shaver", the
(Moshoeshoe) conveying the
movement of blades.

The warlike emotions of the
balanced by yearnings for peace, l
"bites and he heals", like M
donning compassionately with his
battle. He splits on a wrangler, the
ling him and cleansing himself of
possibly the greatest pas
ages. In the final lines of the
poet begs the present king to
pods for the commoner to show
for them at the gates of
Moshoeshoe.

Up on Thaba Bosiu where the
buried under great stones you can feel
his presence. Despite the
of Moshoeshoe, who instructed
cratic people's assembly and through
the turbulent waters that constitute
the struggle between the real and
the nationalists themselves, is a
rough one.

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Last passages from India

Eugene Irschick on the end of an Empire

Freedom at Midnight: How Britain Gave Away an Empire. By Larry Collins and Dominique Lapierre. Collins £5.25. 00 216055 2.

Lucknow: The Last Phase of an Oriental Culture. By Abdul Halim Sharar. Translated and edited by E. S. Harnett and Fakhr Hussain. Paul Elek £12.50. 236 30932 3.

Collins and Lapierre's gifts as commentators on crises and episodes such as they describe here are central to their capacity to communicate the feeling of time and place. In this book, which is long and is in many places over-written, Collins and Lapierre seek to re-create and put in better perspective the manner in which the last viceroy, Lord Mountbatten, was able to cut the Gordian knot with which he was presented at the time of his appointment to that office early in 1947. But they also look to the problems of other leaders, Hindu and Muslim, who helped to forge the final constitutional settlement.

In fact, the narrative is confined to a large extent to a presentation

of the way in which individuals, mostly Mountbatten, Gandhi, Nehru, Jinnah and a few other important persons, reacted to the problems posed by the prospect of political independence. At only one point do the authors depart from this technique—when they write of the communal massacres which occurred in the Punjab in August, 1947, and in the few months following.

Mountbatten emerges as the hero of the piece. It was he who was able to act with sufficient bravado to intimidate his superiors in London, his staff in Delhi and most of the leaders in India. He had few doubts about himself, communicating this sense of self-confidence to just about everyone with whom he came in contact, with the possible exception of Muhammad Ali Jinnah who was sick with TB when Mountbatten saw him. In fact, Mountbatten felt that his contacts with Jinnah were perhaps the most unuseful of those he made with important individuals. Gandhi warmed to Mountbatten and his wife Edwina, even though, or perhaps because, they represented high-born status. The very vigour of Mountbatten's style was compelling—both in setting forth problems implicit in dividing India and in carrying the process through.

Mountbatten was the first viceroy to put down on paper with execrable clarity the precise details of what would happen to Muslim and Hindu areas as well as to the princes, should partition and independence be granted. His courage was matched only by the

the nationalists themselves, is a rough one.

Mr Pandey is no more helpful a guide in sorting out the confused wrangling that characterizes this period than Dr Gopal was. The story is admittedly a tangled skein, but a skilled biographer ought to be able to merely to unravel it but to do so fascinatingly. Perhaps less detail would help: there is such an abundance of it in both books that the wood is frequently missed for the trees.

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23 Books

Whirlwind survey

A. S. Abraham on a new biography of Nehru

Nehru. By B. N. Pandey. Macmillan £6.95. 333 10641 5.

Hard on the heels of the first volume of the biography of Jawaharlal Nehru by S. Gopal (reviewed in TES, May 28) comes B. N. Pandey's book. It is a one-volume affair covering within some 500 pages the entire life of its subject, unlike Dr Gopal's which came up to 1947 when India became free.

Probably the greater part of Mr Pandey's book is taken up with Nehru's deepening involvement in the nationalist movement. The early chapters are among the most interesting, dealing with Jawaharlal's boyhood and young manhood, his intellectual development, his marriage, his early hedonism and his aimlessness, until he could throw himself into the middle passage, across the turbulent waters that constitute the struggle between the real and the nationalists as well as among

the nationalists themselves, is a rough one.

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I am that I am

Naomi Mitchison

Concepts of God in Africa. By John S. Mbiti. SPCK £3.50. 281 02902 4.
Religion and Social Change in Southern Africa. Edited by Michael R. Walilwa and Martin Walilwa. Rex Collings £2.50. 901224 99 2.

Just why or for whom was the concept of God in Africa (now written about in a patchwork job clun

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thorough account of the uninitiated attributes and "worship" of the deity which Mr Mbiti feels can be translated as God, with accounts of creation, of death stories, of more serious than others. He is thinking all the time as a Christian: believer, anxious to show that his fellow Africans are not, as he puts it, "religiously illiterate". This of course is quite true, but for him religion means one personal God as in the usual Christian concept. The praise names or hiding names from various parts of Africa seem chosen to show the attributes he considers suitable.

But Mbiti (to use the name more familiar to me in Swahili) is a very far-off entity or power or life force, not personal or approachable as the Ndimo, the ancestral intermediaries, are. There is a semantic middle here, because Ndimo is also used for the ancestors, but not for the living (and on

father) of the church-goers and hymn-singers, that is to say the majority of the Swahili-speaking people, including those in the fringe African churches. You can be in direct touch with this ancestor, but not with the ancestor concept. It is better to trust in the Ndimo, to dreams and visitations and offerings.

Mr Mbiti does not try to separate the various ways of looking at non-mundane realities, or crossing the bridges between one state of consciousness and another, nor is he interested in the rites of passage. I am sure when I look at his sources and consider the research he must have done that he is well aware of all this, but does not allow it to disturb him from his African tradition. The surely is a semantic middle here, because Ndimo is also used for the ancestors, but not for the living (and on

Religion and Social Change in Southern Africa is a very different approach and object and a prescriptive understanding of the complexities of African levels of consciousness. This lively series is in honour of Monica Wilson who recently retired as Professor of Social Anthrop

26 Books/Commonwealth

Shape of the maple leaf

Catherine Basham on Canada

Government in Canada. By Thomas A. Hocklin. Weidenfeld and Nicolson £7.95. 297 76703 8.
Main Street. By Maurice Yeates. Macmillan of Canada \$7.95. 7705 1305 0.

Those who are apprehensive about the growing popularity of the measure of self-government for Scotland, Wales and even Cornwall may find this book reassuring; the Canadian experience of a federal state has, so far, disproved Dicey's argument that federal government means weak government, that power diluted means power divided. In Canada 10 provincial governments share power with the federal government, and by the British North America Act (Canada's constitution), have jurisdiction in matters of property and civil rights, education and health, as well as matters of purely local interest. The result has certainly not been weak or indecisive government.

Government in Canada, one of the "Modern Government" series edited by Max Beloff, helps to explain how Canada (which economically has never made much sense and which is divided culturally and linguistically) has been one of the most stable of the Western democracies. It will be of interest to all students

of government. Of course Canadians are both conservative and perceptive, with a marked predilection for strong government and law and order—instead of a Wild West of the sort America enjoyed, Canada had the Royal Canadian Mounted Police.

Even so, it is difficult to see how any but a federal system of government could have worked. Professor Hocklin points out that it is the conflicts between the two levels of government which are publicized; to some extent anti-central government rhetoric is a necessity for provincial politicians, and provincial multi-mindedness can be blamed by federal politicians for their failures. All this obscures the extent and the continuous growth of cooperation and collaboration between Ottawa and the provincial capitals.

The scope and penetration of the central government have, as elsewhere, grown enormously during this century, but so, in many fields, have those of provincial governments; Ottawa having more money, has more power, but much of the money from Ottawa is spent by provincial agencies, and it is not easy to see in practice where the balance of influence lies, nor to predict how this balance is likely to tip in the future.

As well as discussing the form and sphere of activities of the Canadian governments as the results

of Canadian history and economics, Professor Hocklin considers the way in which the character of the governments affects the country; he suggests that Canadian governments are increasingly "penetrating" and moulding society, and that Canadians, while quite as prone as anyone else to blame government for all social and economic ills, are content that this should be so. In Canada only government could have financed the railway which made a transcontinental nation possible, and people expect government to continue to take the initiative in matters of national—and provincial—importance.

Canada is larger than Europe, but more than half of its population live in an area not much larger than that of England and Wales combined. This *Main Street* is a narrow strip north of Lakes Erie and Ontario, and the central side of the St Lawrence, starting at Windsor (Canada's Detroit) and ending at Quebec City.

Dr Yeates' book is an exhaustive survey of this area, commissioned by the Ministry of State for Urban Affairs. It is full of facts and figures which will be of great value to government, social scientists, and market researchers, but which will bore anyone else—and the English is marred by jargon, for example, "taxable activities which are not locally people-dependent".

Geographer's delight

P. F. Dale

New Zealand Atlas. Edited by Ian Wards. New Zealand Government £24.50. 477 01000 8.

That New Zealand is a fascinating country, both physically and socially, must strike many visitors to those antipodan islands. The scenery is often breathtaking, the ecology is a unique mix of indigenous and imported European flora and fauna, while the social history is an intriguing story of racial conflict and harmony. The relative isolation of the country makes it a complex but compact unit that forms a perfect "region" for the traditional geographer to study and for which this atlas provides an excellent reference. This is the second edition of the earlier *Descriptive Atlas of New Zealand*, now out of print, and like its forerunner is essentially a description and gazetteer of the New Zealand scene.

The atlas utilizes three approaches. There is a text, including articles by leading authorities on such topics as the land, the sea, trade and industry, history and settlement of the islands; there are photographs, both in colour and in black and white, to illustrate ecology and landscape; and there are maps. With the map exceptions in the historical resources, in which the facts observed and interpretation are both put on record, a few relatively avoidable. In spite of the regional lapse into banality, the maps are both readable and informative, and the illustrations are of high quality.

The visual record is good, as is the design and presentation of the maps. A double page spread is laid out so that the maps or double page spreads are obscured by the text. The image of New Zealand, tarnished by a sense of being behind the times—a position which, incidentally, one can find from other mistakes. Although much of this atlas would be of interest to a traditional geographer, it should also appeal to his counterpart. It is a mine of information, produced to high standards, and professional standards, and is recommended to anyone with interest in New Zealand.

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Racy Rhodes

Keith Harling

Cecil Rhodes. By John Flint. Hutchinson £4.75. 09 12500 0.

John Flint, editor of the *Cambridge History of Africa*, has written a life of Rhodes, which includes a full account of his life and his role in the development of South Africa. Rhodes is a complex figure, a man of many faces, a man who was both a visionary and a pragmatist. He was a man of great energy and ambition, a man who was determined to make his mark on the world. He was a man who was both a visionary and a pragmatist. He was a man of great energy and ambition, a man who was determined to make his mark on the world.

Money talk

Finance for Education in Africa. By P. F. Dale. Heinemann £6.95. 766 75 0. This book is a practical guide to the financial aspects of education in Africa. It covers a wide range of topics, from the basic principles of finance to the more complex issues of budgeting and financial management. It is a book that is essential reading for all those involved in the education of Africa.

27 Books/Commonwealth

Pullaboys and palm oil

Robin Cohen on south-east Nigeria

A History of the Igbo People. By Elizabeth Isichei. Macmillan £8.00. 333 18512 9.

Least some readers be misled, the Igbo are none other than the Ibo of South-East Nigeria, a people whose association with the ill-fated Republic of Biafra suddenly projected them on the television screens of the world—though the images conveyed were often tragic, or simply confusing. Like the Kurds or the Poles, today's 10 million Igbo seem destined never to achieve self-determination.

Their tortuous and often hostile relationships with their neighbours might tempt an Igbo historian into romanticizing an Igbo nationalism. With rare exceptions, Elizabeth Isichei resists this temptation. She is unashamedly proud of the cultural richness of early Igbo history, but she addresses herself to her subjects, not as a cultural chauvinist, but in the manner of Edmund Burke, whom she quotes to this effect: "...to love the little platoon we belong to in society, is the first principle, the germ as it were, of public affections".

Her book is written with fluency, and is a pleasure to read. It is a book that is essential reading for all those interested in the history of Nigeria. It is a book that is both a history and a study of the Igbo people. It is a book that is both a history and a study of the Igbo people.

become the basis for an artistic and sophisticated metallurgy. But, she asserts, there is no need to explain where the Igbo "came from". They came from where they are. This does not mean they were an economically isolated forest people. On the contrary, copper, used in indigenous bronze work, was obtained from an extensive international trade. Cotton weaving, the place at an early stage, while earlier forms of textiles were made from bark fibre. Most startling to the jaundiced European mind, clashing fondly to the notion of primitive societies, is the fact the Igbo developed two major forms of script—pictograms, called *Nsibidi*, and an alphabetical and numerical system that was in use for ordinary purposes, like court cases.

Secondly, Dr Isichei undermines the notion that Igbo societies were small and un differentiated. In the sixteenth century, for example, a number of large kingdoms were established on the Niger, their wealth and influence finally to be cemented by the growing slave trade of the seventeenth and eighteenth centuries. Many of these societies developed highly inegalitarian social structures. There was a "westernized bourgeoisie with high standards of living, and a proletariat of pullaboys and plantation workers". (Pullaboys pulled large trade canoes, and transferred palm oil—the new source of wealth—from calabashes to casks.)

Thirdly, on the question of Igbo resistance to colonialism, Dr Isichei argues that "resistance assumed forms that were geared to psychological survival in the face of overwhelming military superiority. The initial reactions to colonial rule were mixed. For the coastal merchants, Europeans provided access to a world market for their goods. At a popular level, they were

strange intrusions on the landscape. Some found white skin repellent, because of its associations with leprosy, others were struck by the odd preference that Europeans exhibited—wrapping their toes in parcels. But perhaps the most striking story concerns two British officials, who visited the town of Aro in 1893. They had asked the townsfolk to doff their hats as a mark of respect. Immediately every Aro that had a hat put it on while others borrowed one to display their defiance.

Stories like this show the author's great sensitivity to what was happening at all levels of society during the colonial period, and though it is probably too expensive and too scholarly for normal class-room use, the study would make an excellent source book for a comparative history course.



Young Guanyee bull bred in Uganda. An illustration from "Livestock Management in East Africa" by J. Harber and D. J. Wood (Edward Arnold £1.30).

Woolly words

Frankfurt to Fra Mauro: A Thematic History of the Modern World. By H. R. Cowie. Thomas Nelson (Australia) A\$14.95.

"The delegates at Frankfurt in 1848 failed to attain their objectives, just as the Apollo 13 astronauts failed to reach the Fra Mauro highlands. But both groups of men... exhibited the spirit of restless dynamism and ceaseless endeavour that is characteristic of modern man."

So the author explains the eye-catching title of his text-book for Australian schools. He is unpersuasive in the choice of 1848 as the starting-point of modern history, and has necessarily to provide synopses of the Industrial, American and French Revolutions and principal features of the first half of the nineteenth century. With nearly 700 pages at his disposal, he could have comfortably absorbed the additional hundred years and eliminated a little of the overall incoherence.

For this is a sprawling, repetitive work, of ramshackle organization, often wholly in the exposition of ideas and tendencies. On the other hand, there are some admirable maps and pictorial summaries of complex sequences of events. The real interest of Cowie's volume, however, lies in the Australian view of the contemporary world. Of the five sections one is entitled "Asia and Australia in World Affairs Since World War II". Britain and Europe have shrunk into continents of insignificance, while the countries previously regarded by Australians too as the "Far East" are now recognised as their neighbours to the "near north". India, Malaysia and the Philippines receive special attention; and a separate section is devoted to Australia's relationship with Papua New Guinea. But the absence throughout of any consideration of Latin America reveals the limitations of an "Australia-centric" outlook. David Goodway

circles—except for a few outstanding archaeological discoveries such as Zimbabwe in Rhodesia, or the Ife bronzes of Nigeria.

However, the authors prove reliable and instructive guides who point out the landmarks clearly. They stay well within the bounds of what is generally accepted, and, if anything, understate the case. This is not a speculative book, but one grounded solidly on archaeological record, with some help from contemporary sources. A number of myths are firmly dealt with, and the book is a most welcome addition to the literature of the history of Africa.

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Africa in the Iron Age. By R. Oliver and B. M. Fagan. Cambridge University Press £4.50. 521 20598 0. Paperback £2.10. 09900 5.

A number of good synopses of African history have appeared recently, dealing in the main with the familiar ground of the nineteenth and twentieth centuries. Oliver and Fagan have tackled a much earlier period, roughly from the rise of Carthage to the decline of the Empire of Mali in West Africa.

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The many changes in Victorian fashion are represented in a single frame which gives some idea of the variety, ranging from the men's tightly waisted coats and their large lapels, to the typical boys' sailor suit and straw hat. This is one of the most interesting folios available and has a variety of applications.

by Elizabeth Goodacre

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by Brian Hill

by Owen Surridge

fulfilling these aims are plans for the development of resource material for teachers—filmstrips, cassetted tapes and booklets—the preparation of technical bulletins and establishment of a general inquiry service, participation exhibitions and the organization of summer courses for teachers.

educational administrators will just have to get used to the idea that teachers asking for vacuum forming machines worth £200 are making an outrageous request. After all, a screw cutting lathe for a metal workshop would cost roughly five times that amount—and they often have two of them."



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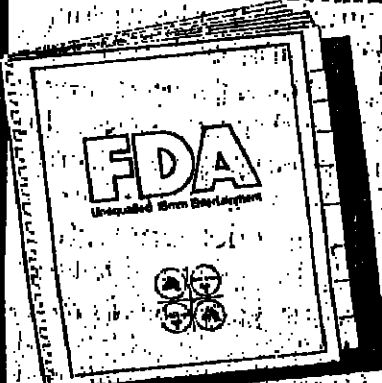


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ST. ALBANS DIVISION
MAHARAJA J.M. & I. SCHOOL
Woolman, Herts. (U.S. on roll)

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EDUCATION DEPARTMENT
SOUTHERN AREA
SOUTHERN DIVISION
ST. JOHN'S J.M. & I. SCHOOL
(Group 2)

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NORTHUMBERLAND
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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SCHOOL
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POWYS
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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ROTHSCHILD
COUNTY COUNCIL
HEAD TEACHERS
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SCHOOL
(Group 2)

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ROTHSCHILD
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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EDUCATION COMMITTEE
BLACKBURN INFANTS SCHOOL
(Group 2)

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WEST SUSSEX
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HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
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WOLVERHAMPTON
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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YORKSHIRE
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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DERBYSHIRE
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

Application forms and further
details obtainable from the
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should be returned by 4th
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DERBYSHIRE
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

Application forms and further
details obtainable from the
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should be returned by 4th
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DERBYSHIRE
COUNTY COUNCIL
HEAD TEACHERS
AMBLE COUNTY FIRST
SCHOOL
(Group 2)

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Redbridge

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Education Department

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Humberside County Council

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BEATING ABOUT THE BUSH

J. A. Johnson on a Zambian safari

I first discovered Kafue National Park en route to Senanga Secondary School. The Lusaka-Mongu highway was my innocent amazement took me through the park from east to west. Had I known that the game reserve was as large as Wales I would not have been quite so surprised. By the roadside a park has been struck by a car and ravenous vultures hover overhead. Feeding on grasses scorched by the drought a grey, pig-like family of warthog stampers for protection into the trees. Twenty miles further on a solitary bull elephant stands steadily in the road while wise drivers stop and wait. To the left is a gregarious herd of kudu browsing near a thicket, and in the distance a sable antelope, black as the burnt earth on which he stands, surveys the scene.

Distances in Zambia are vast. Kafue National Park is nearly 200 miles long and up to 100 miles wide. The Lusaka-Mongu road, newly made and tarred, is a masterpiece of Chinese technicians, stretches for 400 miles with barely a settlement and only one petrol pump. The school that I was visiting was beside the Zambezi, a modern, fully developed secondary boarding school with an English curriculum and an abundance of resources. It was situated in the bush, in true savannah grassland still filled with African villages and supporting big game.

One-third of this extensive country is taken up with game areas, but the densely populated areas are the huge national parks in the Kafue and Luangwa river valleys. These mighty meandering rivers spread their floodwaters and silt across the plains in the very wet summers, enriching the vegetation and encouraging the wildlife. In the drought of winter the animals and birds will naturally inhabit the river banks where vegetation remains green and water is readily available.

With government protection the wildlife in these ideal surroundings is rapidly increasing. After copper it is the nation's number one resource and as yet is largely untapped. As a sign of things to come some game cropping already provides high quality leather and

much needed protein, but it is tourism that will provide the much-needed foreign exchange, and its potential is colossal.

It is Zambia's proud claim that Kafue National Park is the biggest in Africa. It already has seven game lodges, two airstrips, a fast road from Lusaka facilities for the private car, and some excellent safari packages—the Kafue Trails. I visited Kafue in August in the dry season which is the usual time for such safaris. The vegetation is low and the animals are close to the river.

Unique to Zambia are the opportunities for game viewing from an open-sided Landrover and the endless trails on foot. Some of the best game viewing is to be had from the Kafue Trails. A game drive with rifle and a driver, accompanied by the vehicle which takes you to the prime locations, and well-planned walks take you remarkably close to the game. An official trail is based on three or four of the game lodges with names like Chungwa, Ntemwa and Kafue, which remind you that you are deep in the heart of Africa. The standards of accommodation and cuisine are simple but good. Fishing is excellent, bird life prolific, and 30 or 40 different kinds of animals can certainly be counted in the space of a few days.

The numbers in each herd are enormous and if you stampede a herd of several hundred buffalo you will feel the earth shake. There are numerous herds of antelope—

roan antelope, waterbuck, sable, kudu, eland, hartebeest and impala. Puku are everywhere, grazing on the green floodplains. Wildebeest are common, though distrustful of visitors on foot and difficult therefore to photograph. In a specially exciting moment you might complete your tally of antelope by spotting a rare blue duiker—or could that be a sitatunga?

The sheer numbers of these animals seen day after day on a 100-mile trail, have to be seen to be believed. Grunting, snorting hippo blowing bubbles in the river can be stared at for hours and will stare back at you until they disappear from view leaving behind a trail of mud. Hippo are found here. A herd with rifle and a driver, accompanied by the vehicle which takes you to the prime locations, and well-planned walks take you remarkably close to the game.

There is no doubt that Zambia is unknown and under-rated. Kafue and Luangwa with Safaris on Foot have an unbeatable feel and are probably unique in the world. A Zambian tour can moreover include the Livingstone Game Park beside the incomparable Victoria Falls. And then in this land-locked country there is "Zambia by the Sea" at the Kasaba Bay resort on Lake Tanganyika, where the animals come down to the beach and where the first fish is ever caught in my life was a 30lb Nile perch. Further information on Zambia is available from: Zambia National Tourist Bureau, 52 Grosvenor Gardens, S.W.1.

** Pupils of Grassax School, High Wycombe. Photo: Ducks Feet Press.*

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EASTER IN THE ARDECHE

Alison Plackett on a school adventure holiday in the South of France

Last Easter we decided to subject our rather unexcitable country pupils to the rigours of an adventure holiday in the South of France. From a staffroom table piled high with glossy brochures from the various educational holiday firms we chose a 10-day canoeing-camping holiday organized by PGL Young Adventure Ltd, of Ross-on-Wye, Herefordshire, based in the area of the Ardèche Gorges. This firm organizes a variety of holidays, combining these activities in some cases with sailing and snorkelling on the Mediterranean, and cater not only for school parties, but for individual children, who are looked after by a courier.

All the initial organization was left in the hands of PGL, who supplied us with a considerable amount of advance information in the form of slides, a film, and even a visiting speaker. Admittedly, all publicity tended to show activities taking place in glorious midsummer sun, which we suspected might not bear much resemblance to the early April weather, but it did give us a very fair indication of what we might expect.

The party, 37 children and five adults, were met at Victoria by the courier. We travelled to Folkestone in a reserved coach, and had a smooth crossing to Calais. The journey from Calais to the Ardèche takes sixteen hours and, even in a comfortable inter-continental coach, can prove the most tedious part of the holiday. Most of it is overnight, however, and it is possible to sleep.

We arrived at the adventure headquarters about lunch time. This was an old hunting lodge, used by the Resistance during the war, and

situated close to the edge of the gorge. In addition to the standard camp of two-man tents, our accommodation for the holiday, there is a bar, and facilities for a variety of activities, such as boules, volleyball and table tennis. Washrooms are fairly primitive, but adequate. We were provided with four mattresses and a double allocation of sleeping bags to combat cold. One drawback of an early trip is the open dining area, extremely pleasant in summer, but a touch chilly with a strong gale blowing. The children, however, were unconcerned. Cutlery and crockery were provided for each member of the group. It stays in their kit, and they are responsible for their own washing-up, a novel experience, we discovered, for some of them.

The food was good and plentiful. Evening meals consisted of three courses, plus coffee, but were disappointingly English for my taste. However, someone had obviously done some homework on the eating habits of the average British child, and the group contradicted me by wolfing down hamburgers, turning up their noses at an excellent pizza made with local tomatoes and olives.

Although I am reliably informed that Easter weather in the Ardèche can be beautiful, for us it was unusually bad. The group refused to be discouraged, entering wholeheartedly into organized sports, such as enthusiastic three-legged races through muddy puddles in waterproof anoraks provided by the Centre.

One of the firm's strong points is versatility. Since the weather was bad, the usual practice of camping along the river on the three-day canoe trip was abandoned, and the

canoe trip itself, which forms the core of the holiday, an experience not to be missed. The river Ardèche, with its many rapids, winds its way through the spectacular limestone gorge. In places the sheer walls rise 500 ft or so above the water, and the only way through is by boat. Groups have their "initiation" at the beginning of the gorge, on the river at Vallon Pont d'Arc. The boats are stable two-man Canadian canoes, and all pupils were issued with lifejackets. The art of paddling was soon mastered and, although the river was full and running swiftly, the group were soon embarking happily on the first stages of a trip. The rapids were for the most part, large enough to be easy, not large enough for any danger. The occasional capsize was dealt with quickly and expertly by instructors, and usually afforded great hilarity. Since a ducking in this time of year can be a shock, the instructors organized the transporting of towels and spare sweaters in large plastic drums. It was hard to imagine the summer trip, which is undertaken in nothing more than swimming gear, with the occasional pair of pyjamas to ward off sunburn.

continued on opposite page

Our three days' canoeing were split, to try to take advantage of the best of the weather. In between various activities were organized, including an expedition to Baume d'Oullins, a small cave set high up in the side of the gorge. This afforded some interesting scrambling about among formations of stalactites and the group had the added excitement of digging up a good collection of flint axe-heads and odd bones from the cave entrance.

An afternoon trip took them down the river to a show cave, where, among gigantic formations make Cheddar look like the poor relation. A second day's excursion was made to Avignon, taking in the famous Roman aqueduct at Pont St Pierre. The more adventurous group made the river crossing to the

continued on opposite page

organize the crossing, with Hovell and the coach trip to Ramsgate. The group to Ramsgate was split into two groups, £7.65 and parents £8.35 each.

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Dry land instruction for novice paddlers.

continued from opposite page

light of the holiday was the afternoon spent riding in the magnificent hills around the river. In early April, PGL had still to open their own riding centre, so arrangements were made for us to ride at a local stable. Those who did not wish to ride had the option of attempting some more advanced pot-holing, while yet another group took a somewhat macabre delight in exploring the village of Les Crottes, decimated by the Germans during the last war. The evening saw everybody involved in an impromptu talent show, which produced a great deal of hilarity, and some startling performances from hitherto undiscovered stars.

The final day's canoeing brought the group to St Martin d'Ardèche, at the end of the gorge. It is traditional for groups to round off the holiday with a meal in a restaurant, but the weather was too good to allow the appearance of a rash of bikinis.

For most of the girls, the high

so everyone ate in high spirits. The "no alcohol" rule was relaxed, and each pupil was allowed a glass of wine. This, in mellow mood and sleepy they boarded the coach for the long journey home.

The trip had not been without casualties. We had various cuts, bruises and strains, a suspected appendicitis, which required a mercy paddle from the centre of the gorge, and turned out to be constipation, and an injured back, the victim being staff. The arrangements for medical attention were good, and we had no problems with insurance claims. Later in the year, when upset stomachs tend to be more prevalent, it is probably advisable for leaders to go armed with a quantity of kaffin, or something similar, as an interim measure.

We were lucky in having a group who participated well, or two lame ducks can very quickly lower morale, and can cause problems of administration when organizing days outings. There is no doubt that the holiday is physically quite demanding, and it is probably as well to avoid the notorious "post-dear" of the school. On the other hand, several of our rather retiring pupils faced up well to the challenge, and the experience has noticeably improved their self-confidence and ability to get on with other children. In many ways we felt that it was an advantage to have an early season holiday. Although we saw nothing of the famous South of France sunshine, we had none of the problems of high summer, such as cases of sunburn, or an overcrowded river.

This year, the firm are switching their headquarters to the Riding Centre, a large old house, complete with corral, a few miles from the gorge, where they have more extensive sporting facilities, but showers and some indoor accommodation, and activities have been increased.

PGL Young Adventure, Ross-on-Wye, Hereford Station

MARCHING THROUGH MAYO

By Leslie Gardiner

Belgian police in capes and képis, German paratroopers in shorts, exotic-looking soldiers in kilts, lederhosen, miniskirts and slacks, Americans in track suits, another generation of Americans in white raincoats, festooned with cameras, rucksacks, binoculars, jogging Frisbees with bowler hats, and brown boots, Union Jacks, tricolours and Stars and Stripes.

It puts you in mind of a United Nations picnic to which wives, children and dogs have been invited. It is the start of the Four-Day International Walking Festival at Castlebar, Co Mayo, the gold-and-emerald corner of the Irish Republic's far west.

A local ramblers' club (enthusiastically abetted by its junior counterpart, the school-age ramblers) set the festival going ten years ago, by merely inviting visitors from other parts of Ireland and abroad to join them in their favourite treks over the heath and moorland, and among the startlingly blue loughs and salmon rivers of the district.

Asked to expound the philosophy of the thing, these native walkers of Castlebar murmured something about slowing down, exploiting the possibilities of a pair of shoes, escaping from the sound of traffic, recapturing the cheerfulness and companionship that a long walk in agreeable company inspires. It is a way, they added, of getting acquainted with real people, the Mayo characters who do not venture near roads. (On the Castlebar walks you tread in the footprints of the Playboys of the Western World.)

Ten years ago, that pioneer handful of novice ramblers was conveyed by two ramblers' clubs, a host of natives with a little time on their hands, a boy of urchins and several mongrel dogs. Since then, an organization has developed. It is of the typical Irish kind, and that, contrary to popular belief, does not mean chaos. It means a watertight yet elastic control, intelligent forward planning, a range of options to satisfy the whims of capricious foreigners, a few surprises thrown in, a general air of good humour and an overall feeling that it is all a bit of a lark.

Nothing larky, however, about the scale of the itineraries. The so-called "ramble" (for under-15s and over-70s) is a stroll of 17 miles, not all of it on easy paths. The

proper walk, which every fit adult participant is expected to undertake at least one of, during the four days, is a circuit of 26 miles, up the glens to the dramatic rocky isthmuses of Pouppon, where two reaches of sparkling water join hands; round the ancient Cromwellian defences which constituted the sea fortifications of western Mayo (a continuous chain of loughs and torrents); and back across the breezy moors, with panoramic views of the dotted islets in Clew Bay, the Achill peninsula and the holy mountain of Croagh Patrick.

A choice of walks and rambles, each of about 26 and 17 miles respectively, is provided for each of the four days. Children under 11 (with an age minimum of seven) may trot off on the "miniwalk", which is a mere nine miles.

It sounds strenuous. The walks committee admits that it wants everyone to feel they've made a bit of an effort. What counts is the point of walking. If you don't feel you've achieved something by the end of it? The chief problem, the committee says, is getting the younger children past the first Coca-Cola oasis, two miles from Castlebar.

The walks, however, are not such an ordeal. For one thing, the pace is easy. For another, non-walkers always astonish themselves by discovering reserves of stamina they never knew they had. We have tried a walk. Whether it was the conversation, the refreshment caravans strategically placed, the unhurried holiday atmosphere, the springy turf and champagne air, the ever-changing scenery or something magical in the west-of-Ireland scene we don't know, but the miles seemed shorter than kilometres as they filtered past.

The company was as kaleidoscopic as the view: farm-workers laid down their turf spades and joined us for a mile or two; the accents of 15 nationalities ("even the Irish are here today") resounded among the shepherds; at one time, a visitor from the next hamlet would have been an extreme rarity.

Several festival visitors, who had previously not walked farther than a city bus-stop, were on their fourth walk in four days; and some were making the most of four festive evenings at the walking club on top of that.

With some, it is a matter of patriotic pride. They have mass walks in some Continental centres—Castellbar's walking "twin" is Nijmegen in Holland—but the competitive fervour sometimes encountered abroad is not encouraged in Ireland.

On a bright festival morning the cosmopolitan crowd sets out, towns continued on page 44



Second-year pedestrian wearing his first-year medal.



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8th January to 1st April (10% reduction 8th to 28th January) and 10th April to 6th May 1977. Ski instruction every day; ski equipment provided; unlimited use of Cairngorm chairlifts and tows; unlimited use of many recreations and entertainments including swimming pool, skating and skates, artificial slope, cinema, etc. Accommodation in 4-bed self-contained chalet room, breakfast, packed lunch and dinner. FREE place for teacher with 20 children; half rate with 12/19 children.

5 DAYS 15 nights £44.70
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Full details from: Manager (Box 33), Aviemore Chalets Motel, AVIEMORE, Inverness-shire. Tel: Aviemore (047 981) 618.



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CAIRNSPORT

The Aviemore Ski School, Cairnsport, Aviemore Centre, Aviemore PH22 1PL. Tel: Aviemore 298 & 310. The Cairnsport Ski School, Cairnsport, Glenelg, Blairgowrie, PH10 7DE Tel: Glenelg 216

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MAGNIFICENT SPEY VALLEY—CAIRNGORMS
SKI TOURING: Tried the Original form of skiing yet? Suitable for those who are HILL WALKERS. Explore this interesting Region, much Wildlife. Suitable for HILL WALKERS. Some Snow Craft. OPEN PROGRAMME: During Holiday Periods—Low and High Level Walking, Wildlife, Ski Touring, Skiing, Cycling, Pony Trips, Swims, etc. Suitable for the Family. HIGHLAND GUIDES INFORMATION (TES), AVIEMORE, INVERNESS-SHIRE. Tel: Aviemore (047 981) 720.

ROCK CLIMBING

Glenelg Lodge staff are moving to a Climbing hut in the Lake District for this November. So whether you're a beginner or not, you can enjoy the rock climbing courses run by the Scottish Outdoor Training Centre. The courses start on Sunday evenings, finish on Friday afternoons, and cost £22.50 VAT for this year. All the equipment you need, instruction, insurance, transport and accommodation, but not food and self-catering is the rule and food will be bought locally. Dates 14-19th November; 21-26th November; and 28th November-3rd December. Information about winter mountaineering and skiing courses at Glenelg Lodge, near Aviemore, is available on application. Enquiries to: The Scottish Sports Council, 1 St. Colme Street, Edinburgh EH3 6AA. Telephone 031 725 8411.



welcomes young skiers to Glenelg and the Cairngorms. Expert tuition, small classes, good hostel accommodation. Inclusive courses from £33.80 per week. Further information from:

Ski Schools

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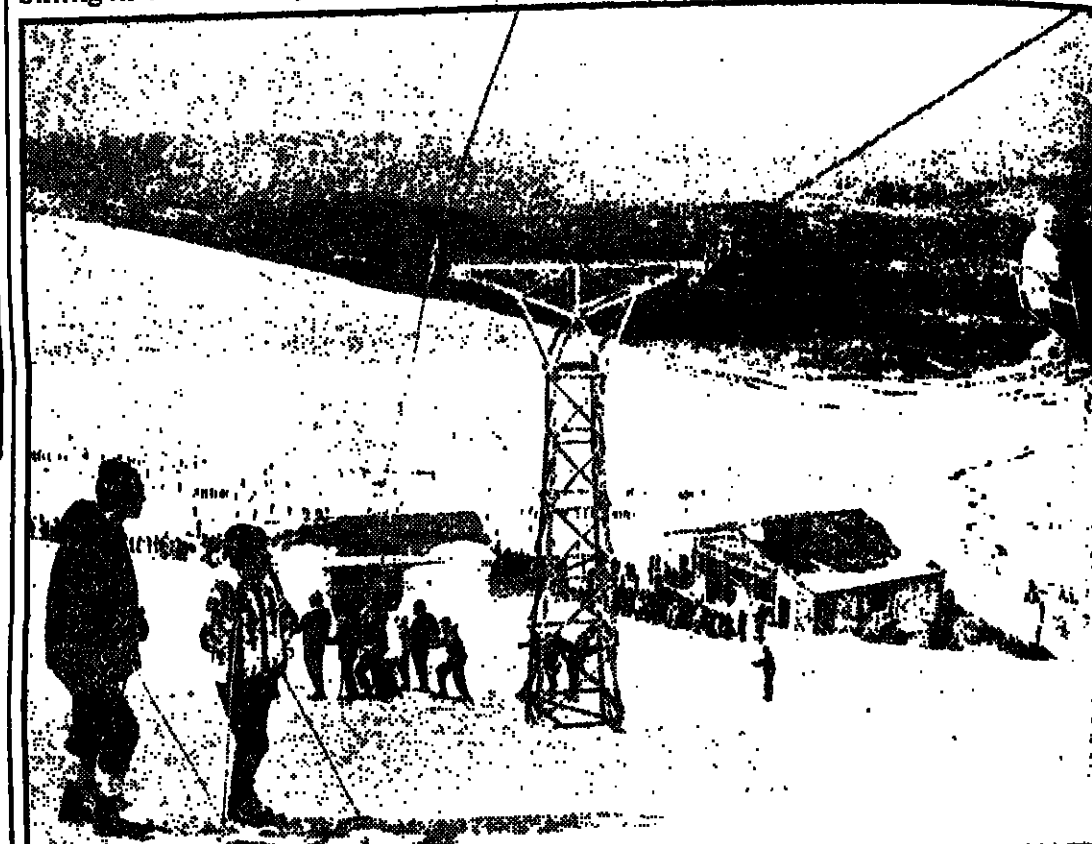
Applications for places should be made to the Royal Mount Hotel, Aviemore. Bookings: Kensington Gate, Glasgow, G3 7VZ

CAIRNGORM SKI AREA

Coire Cas and Coire na Ciste linked lift systems offer: * Skiing at Scotland's premier ski resort. * The longest lift-served runs, with continuous uphill facilities catering for 8,000 skiers per hour over 2,000ft vertical height. * Full-time Ski Patrol. * Restaurant and toilet facilities, including Britain's highest Restaurant, The Pinnaglen. * Inclusive Ski Package holidays available from Hotels in the Spey Valley. For further details enquire to: R. M. Clyde, General Manager, Cairngorm Sports Development Ltd, Cairngorm Ski Area, near Aviemore, Inverness-shire. Tel: 047 988 291.

HOAR FROST AND HAIRY BREEKS

Skiing in Scotland, by Ronald Faux



My wife emerged from the mist with icicles forming on her eyebrows and her face, burnished blue by an intensely freezing wind. The drag lift had brought us remorselessly up the boulder-strewn mountainside along runnels of ice to within a few feet of Cairngorm summit.

The cold had a bone-penetrating dampness about it and a strength which would have kept skiers in Cairnsport and Aviemore, and those other less spartan centres, not only indoors but between the sheets in their centrally heated chalets.

"I'm over the wind as my beard," I mumbled over the wind as my beard, "kindly don't suggest it, ever again."

The bits of my wife visible beneath the folds of scarf and balaclava grinned cheerfully and we descended gingerly through the mist, dodging the black chips of boulders which penetrated the snow, skis rasping on the ice crust, guided by the draglift pylons until the slope steepened at the head of the White Lady.

I had caught occasional glimpses of craggy, determined-looking figures sliding blindly into the mist but now we seemed to have the mountain to ourselves although the empty T-bars were still solemnly processing up and down.

The White Lady, that graceful, curving turns of countless skis had moulded the slope into regular mounds or moguls but the snow had transformed into the quality of granulated sugar.

In one of those complicated knots of arms, legs, safety bindings and skis, I was thoroughly prepared to outsize whoever believed that plate skiing was a sport worth cultivating in Scotland.

"Persevere," my wife insisted as the blood painfully drained in the chilly shilling at the foot of the run. Fortunately I did.

The next day the early sun featured the snow, the wind disappeared and the clouds lifted to reveal a blue sky.

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PRIMARY Deputy Headships continued on page 36

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CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HARVEY ANGLICAN JUNIOR SCHOOL, Birmingham
Shannon Road, Birmingham B15 2JH
Telephone: 0121 455 6407
Required for January 1977: Deputy Head Teacher for this school. The successful candidate will be responsible for the day-to-day running of the school and will report to the Head Teacher. Applications should be sent to the Education Officer, Birmingham, by 10th October 1976.

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Required for January 1977: Deputy Head Teacher for this school. The successful candidate will be responsible for the day-to-day running of the school and will report to the Head Teacher. Applications should be sent to the Education Officer, Burnley, Lancashire, BB1 1JH, by 10th October 1976.

DONCASTER
EDUCATION COMMITTEE
THOMAS MOORE'S WEST
111, BURNLEY ROAD, BURNLEY, LANCASHIRE, BB1 1JH
Telephone: 0534 21754
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DONCASTER
EDUCATION COMMIT

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
WATLING & SYMONDS
SCHOOL
(Mr. B. Nicholas)
Wolverhampton, Staffs.-Tel.
(number on dial 2 36)
Age range 11 to 16 years
through 51
TEACHING Staff to be
able for the teaching up
throughout the school in
broad and general subjects
to 12 year olds.

WEST SUSSEX
WID. SUSSEX AREA
WID. SUSSEX AREA
Compuls. Lrnr. Schoo.
N/A 1.240 on roll

Qualified TEACHER req.
January to enclish in
and/or G.I.R.MAN.
Age 30 & over, available
and qualified and capabl
diploma.
Assistance with remedy
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Application form fr
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WEST SUSSEX
MID-SUSSEX AREA
TAKING THE INSIDE SCOT
SUSSEX COUNTY, HORTHAM
H112 1BT.
Inquired: January, 1972

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Music

Heads of Department

BARKING
Leaving Borough of
PARKING
COMPLIMENTARY
(Hod 1.45U)
Parsons Avenue, Barking
Required January 1977
Hod 1.45U, export
qualified and enthusiastic
to re-build and develop
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Music is taught to first
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DEDFORDS FIRE
EDUCATION SERVICE
EDUCATION AREA
EDUCATION AREA
SCHOOL
 Parkside Campus, Hous

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THUNDERBOLT
BIOGRAPHY DIVISION
AUGUST 1941
THOMAS HUNTER
COMPREHENSIVE SCHE
Thunderbolt, Burm
ing ref. W-4411.

ISIRI OF MIAN
BORN IN THE VILLAGE
OF ARAGHSHIR, IRAN
SCHOOL.
Required for the
M.I. of MIAN, S. C.
Education. C.
Home of the world
the day time 11 to 1
person appointed with
for the education of
or must through

the day before. The person appointed will be for the organization of the March through the letters of introduction giving full details of address at the headquarters. Meeting high school, 11:00 a.m. by Bill Walker, 12:00

SOCIAL SERVICES DEPARTMENT

PROGRAMME ORGANISER

Required for Fourways Assessment Unit, Tydeslev, near Manchester, a recently opened centre and hostel, which is a new project and the first of its kind to be started by a local authority.

Fourways caters for the handicapped adolescent with special reference to the multi and physically handicapped school leaver. The duties include working in liaison with other members of a multi-disciplinary team, to be responsible for the co-ordination of assessment reports and the planning of programmes of activities tailored to suit the needs of particular individuals. Some knowledge and experience of assessment techniques and of the problems of physically handicapped adolescents is necessary and qualifications in the field of occupational psychology or rehabilitation are preferred but not essential. Commercial and industrial experience would be most helpful.

The Department is looking for a person with flair, imagination and assistance with handicapped adolescents and to be able to assist in the development of the Unit. The person appointed will act as Deputy for the Principal in the absence of the Principal. The person appointed will be responsible for the co-ordination of assessment reports and the planning of programmes of activities tailored to suit the needs of particular individuals. Some knowledge and experience of assessment techniques and of the problems of physically handicapped adolescents is necessary and qualifications in the field of occupational psychology or rehabilitation are preferred but not essential. Commercial and industrial experience would be most helpful.

Application forms and returnable to the Chief Personnel Officer (P4), 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

Metropolitan Borough of WIGAN

AMA Association of Metropolitan Authorities

Under Secretary (Education)

£8,650-£11,000

Local education authorities, serving 20 million people.

The Under Secretary for Education works to and with the Education Officer. Together they advise the Association's Education Committee and act on behalf of the Association and the Council of the Association in the field of education.

Details and application forms from the Secretary, AMA, 35, Old Queen Street, London SW1H 9JE. Applications should be submitted by 11th October.

ANGLO-CONTINENTAL EDUCATIONAL GROUP

Due to the continuing expansion of the Group, which specialises in teaching English as a Foreign Language, applications are invited for the following full-time positions of responsibility:

DIRECTOR OF STUDIES

for a school for adult foreign students in the Bournemouth area. Starting date 4th January, 1977 or earlier. Minimum salary £7,500.

HEAD OF SCHOOL

for a school for adult foreign students in the Bournemouth area. Starting date 4th January, 1977 or earlier. Minimum salary £7,500.

The successful applicants will have had considerable experience in teaching English as a Foreign Language and in educational administration. They must be capable of assuming complete responsibility for the educational organisation and running of the school/centre within the framework of the general policy of the Group.

Please write for full particulars and application form to the Group Educational Director.

ANGLO-CONTINENTAL EDUCATIONAL GROUP
33 Wyburton Road, Bournemouth BH2 6NA

ADMINISTRATION Local Education Authority continued

GLoucestershire Education Authority

Careers Officer
Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Gloucestershire Education Authority, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

LANCASHIRE Education Committee

Careers Officer

Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Lancashire Education Committee, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

LEICESTERSHIRE Education Committee

Careers Officer

Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Leicestershire Education Committee, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

NEWCASTLE upon Tyne Education Committee

Careers Officer

Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Newcastle upon Tyne Education Committee, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

NATFHE (National Association of Teachers in Further & Higher Education)

General Secretary

Appointments

The Association invites applications for the above post to take up duties on 1st May 1977. The successful candidate will become General Secretary on September 1st 1977.

Applicants should have a wide knowledge of education, particularly of further and higher education, and trade union experience.

The salary will be the same as the maximum of the Group 7 Principal in the Bournemouth Further Education Scales (at present £11,082 p.a.) together with London Allowance (at present £402 p.a.).

Further details may be obtained from the General Secretary, NATFHE, Hamilton House, 100, Strand, London WC2R 0BH. The closing date for applications is 11th October 1976.

STAFFORDSHIRE Education Committee

Careers Officer

Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Staffordshire Education Committee, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

TIR OPEN UNIVERSITY

Science Foundation Course Assistant

Applicants are invited to apply for the position of Science Foundation Course Assistant. The successful candidate will be responsible for the co-ordination of the course within the University.

Further details and application forms may be obtained from the Chief Personnel Officer, Tir Open University, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

Child Care

Close School

Applicants are invited to apply for the position of Close School. The successful candidate will be responsible for the co-ordination of the school within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Close School, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

Chief Examiners, 1977

GERMAN INTEGRATED SCIENCE TECHNICAL DRAWING

Applications are invited from teachers with appropriate qualifications and not less than 3 years' first-hand experience of C.S.E. for appointment to the above posts, which have become vacant unexpectedly. The Chief Examiners will assume duty on 1st January, 1977, and be responsible for the examination to be held in May, 1977.

Application forms and further particulars are obtainable (please supply stamped addressed envelope) from the Secretary, The South-East Regional Examinations Board, 2/4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1BU, to whom completed applications should be sent at once, but certainly not later than 1st October, 1976.

SOUTHAMPTON Education Committee

Careers Officer

Salary £5,225 to £5,725 plus £312 p.a. supplement

Applicants should preferably possess a University Degree in Education, or a similar qualification. Experience in Vocational Guidance or in Vocational Training is desirable. The successful candidate will be responsible for the co-ordination of the careers service within the Authority.

Further details and application forms may be obtained from the Chief Personnel Officer, Southampton Education Committee, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

coventry Social Services Department

Deputy Officer in Charge

Salary Range 6A (£3,186 to £3,588) + £312 p.a.

The Group Assessment Centre which has residential facilities for 24 children in the age range 5 to 16 years, is a day care unit with classroom and qualified staff dealing with up to 10 children.

The person appointed will be expected to take full responsibility for the Centre in the absence of the Head, play a leading role in child care and staff support and be familiar with the assessment procedure.

The person can be resident or non-resident. There may be a possibility of employment in the future, for the partner of a married person, if desired.

For an internal discussion please telephone Mr. E. Woolley on Coventry 322337.

Application forms and further particulars from the Chief Educational Officer, Coventry City Council, 100, Strand, London WC2R 0BH. Returnable by 11th October 1976.

Examiners

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

Applicants are invited to apply for the position of Examiner. The successful candidate will be responsible for the co-ordination of the examination within the Board.

Further details and application forms may be obtained from the Chief Personnel Officer, East Midlands Regional Examinations Board, 125, Civic Centre, Millgate, Wigan, by 11th October 1976. Candidates should be sent to the Council, either directly or indirectly, will disqualify applicants.

Borough of Sunderland

Southall College of Technology

Registrar & Clerk to the Governing Body

Salary £5,388 to £8,006 per annum inclusive with recent joint negotiations.

Graduates and those with an appropriate professional qualification are invited to apply for the post of Registrar and Clerk to the Governing Body of the College. The successful candidate will be responsible for the co-ordination of the college within the Borough.

Further particulars from the Principal, Southall College of Technology, Seaconsfield Road, Southall, Middlesex UB1 1DP. Tel. 01-574 3448. Forms to be returned within 14 days of the appearance of this advertisement.

Ealing Education Service

Assistant Education Officer

(Further Education)

P4 £5,889-£8,584, plus supplement of £312 p.a.

The person appointed will be responsible for a wide range of functions in the Further Education Branch of the Education Officer at County Hall, including policy work related to colleges of further education and the college of agriculture, sponsoring students at out-county further education establishments and general policy work related to awards to students. He/she will be required to undertake Committee work and will represent the Chief Education Officer as Clerk to the Governors or as his representative at meetings of Governors and their sub-committees. Extensive experience in the education service, either in an administrative or teaching capacity, is essential. A car allowance is payable.

Closing date for applications 8th October, 1976.

DEVON COUNTY COUNCIL Education Department

Assistant Education Officer

(Further Education)

P4 £5,889-£8,584, plus supplement of £312 p.a.

The person appointed will be responsible for a wide range of functions in the Further Education Branch of the Education Officer at County Hall, including policy work related to colleges of further education and the college of agriculture, sponsoring students at out-county further education establishments and general policy work related to awards to students. He/she will be required to undertake Committee work and will represent the Chief Education Officer as Clerk to the Governors or as his representative at meetings of Governors and their sub-committees. Extensive experience in the education service, either in an administrative or teaching capacity, is essential. A car allowance is payable.

Closing date for applications 8th October, 1976.

Area School Meals Organiser

This post is based on the West Devon Area Education Office, Plymouth.

Applicants must hold a recognized qualification. Experience of large scale catering, preferably including a period in the school meals service of a local authority, is an advantage.

Salary Soubury Points 10-14 £3,054-£3,585, plus additional payment of £312 per annum.

Applications for this post to be returned as quickly as possible.

Application forms and further details available from the Chief Educational Officer, County Hall, Topsham Road, Exeter EX2 4QG. (Tel. 0352 77977 Ext. 382)

London Borough of Redbridge

Senior Adviser English

Salary: Head Teacher Group 9 Scale £5,889-£7,583 plus £312 supplement and £297 London Allowance.

For this key appointment in a strong Advisory team applicants should be well qualified in English and able to play a leading role in implementing the recommendations of the Bullock Report.

The London Borough of Redbridge is pleasantly situated in north-east London with easy access both to central London and the Essex countryside.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate.

Application forms and further particulars from John Fordham, Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN. Closing date 6th October, 1976.

CORNWALL Education Department

Senior Music Adviser

£6,801-£7,425 p.a.

Required with effect from 1st January, 1977. The salary is in accordance with the South-Eastern Music Adviser's scale as above.

Further details and an application form may be obtained from the Secretary for Education, County Hall, Truro. The closing date for applications is 11th October, 1976.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

Adran Addysg

YSGOL UWCHRAED BODEERN (Grwp 10)

1. DIRPRWY BENNAETH
2. AIL ATHRO neu AIL ATHRAWES (ar gyfng Dirprwy Bennaeath)

Bydd yr Ysgol newydd uchod yn derbyn tua 330 o blant am y tro cyntaf yn Medi 1977 ac yna tithu'n raddol i dros 500 o blant eto yn 1982. Dylem fod yn ymgyddwraig arddel lleiaf o ddyddymen ysgolion a bydd gwybodaeth drwydd o'r Gymraeg.

Disgwylir i'r Dirprwy Bennaeath ddedraur dyletswyddau ym Mai 1977 a'r Ail Athro/Athrawes ym Medi 1977, a bydd y Prifathro yn ymgyddwraig a hwy i lonhau 1977 ynghyd y gwaith o sefydlu'r ysgol. Ffurfiad casu a manylion pellach oddi wrth y Cyfarwyddwr Addysg, Swyddfa Addysg, Caernarfon. Dyddiad casu: Hydref 8, 1976.

TECWIN ELLIS, Cyfarwyddwr Addysg.

Northumberland County Council

Assistant Director of Education

£6,396-£7,407 + £312 Salary Supplement

The main duties of the post will cover all aspects of further education and the education provision for older school children.

Applicants for this third tier post should be honours graduates and have appropriate teaching and administrative experience.

Application form returnable by 8th October and further details from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3LZ.

SENIOR EDUCATIONAL PSYCHOLOGIST

Post E267

Applications are invited from experienced Educational Psychologists for this post. An honours degree in psychology, a good teaching background and post graduate training in educational psychology are essential qualifications.

This is one of three senior area posts covering the County. The postholder will be based in Lowestoft and will have a full responsibility for the Psychological Service in the Northern Area of the County under the guidance of the Chief Psychologist.

The appointment is made under the terms of the County Council's Salary Scale for 1976-77. The salary scale matches that of a Group 9 Head, £6,850-£7,583 plus £312 supplement, and Essential User Car Allowance. Assistance with removal, lodging and disturbance expenses provided in appropriate cases.

Application forms and further particulars (a.s.e. please) can be obtained from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ, and should be returned as soon as possible.

Suffolk County Council

SENIOR EDUCATIONAL PSYCHOLOGIST

£7,578-£8,202 per annum inclusive

Responsible to the Assistant Director of Education (Schools) for the leadership and co-ordination of a team of Educational Psychologists, and for the administrative control of the Child Guidance Centre with its staff of Psychologists, Psychotherapists, Psychiatric Social Workers and administrative/clinical staff (total 13). Advising on policy formulation relating to the remedial work of the Psychological Service in conjunction with the normal duties of Educational Psychologists.

The Child Guidance Service in Hillingdon is regarded as a vitally important part of the Education Department. A purpose built centre situated in Uxbridge is due to be completed in the Autumn 1976; two other centres are located in Hayes and Northwood.

Fringe benefits in appropriate cases may include 75% removal expenses, 100% legal fees in connection with house purchase (maximum £400), and lodging allowance.

Applications sought from suitably qualified and experienced candidates and further details and application form can be obtained from Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1TR. Telephone Uxbridge 52281, extension 29, quoting reference E/26/103EX. Closing date 6th October, 1976.

LONDON BOROUGH OF HILLINGDON

senior educational psychologist

-Ashfield

£6,489-£7,113 + £312 supplement

Required to be responsible for the establishment of the 'School Psychological Service' in the Ashfield district. The post offers interesting professional opportunities and will require initiative, drive and imagination to develop a new service under the general supervision of the Principal Educational Psychologist. Close collaboration is expected with the Authority's advisers within the Area Health Authority. A priority will be to work towards the local interpretation of the circular on identification of children with special handicaps requiring treatment.

Candidates (male or female) should possess an honours degree in psychology or its equivalent, teacher training and/or experience and a post graduate qualification in Educational Psychology. Generous assistance will be given with expenses incurred in moving home in accordance with the Authority's scheme. Car allowances will be available.

Application forms and further details are available from the Director of Education (ADM4) at County Hall. Closing date 8 October 1976.

Nottinghamshire County Council

Nottinghamshire County Council

Nottinghamshire County Council

Stories and Rhymes (Thursday 14.40. VHF 4)
Seven to nine-year-olds are the target audience for this series of stories and poetry to fire their imagination. Tuesday's story of Midas is followed by poems. Thursday asking "What is gold?"

Meeting Our Needs (Wednesday 9.42. ITV)
This series deals with the aspects of "Living in a modern society". From 10.12 to 12.45

study the "Shelter" tasks on family. I learned to protect his family the weather, other people as family.

British Social History. (Wading, 11.00, BBC 1)

"People in need" introduced to 16-year-olds to the problem of the poor before the advent of welfare state. The shadow of workhouse "show how the poor law commissioners worked before 1834" and the poor law commissioners recommended that all paupers and families had to live in the

Quest. (Wednesday, 11.40. V)
Nine to 11-year-olds see
archaeology has increased our
understanding of the Bible. Ex-
clude the study of the Ages
and the accuracy of the Bible
Israel.

Reportage. (Wednesday,
BBC1.)
For students of roughly
standard linguistic material a
tutorial on information on France
Germany. The programme
constructed in pairs—little
French television, next week
man television.

Focus. (Wednesday, 14.40.
day, 11.55. BBC1.)
"Focus on communication"
five-part unit to make older
aware of the mechanics of com-
munication and to improve skills